

ATHLETIC

Vol. XVI, No. 7

March, 1926



The Man Behind the Pole
Ernest F. Lorbeer

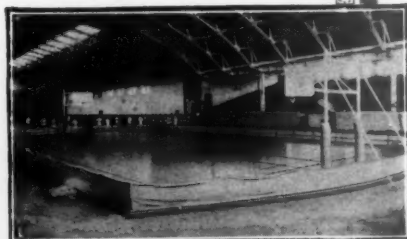
Ground Strokes in Tennis
Paul Bennett

The Shot Put and
Discus Throw
John P. Nicholson

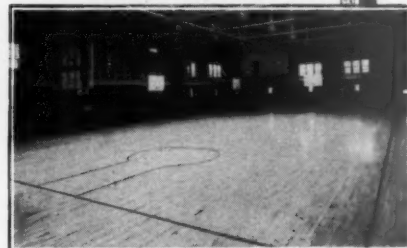
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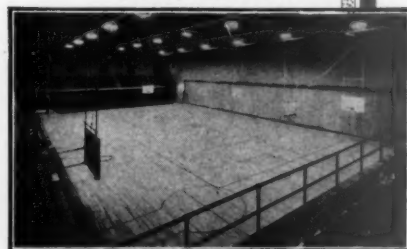
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The ATHLETIC JOURNAL

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AMERICAN OLYMPIC TRYOUT SCHEDULE FOR MARCH AND APRIL, 1936

Basketball, March 15-21, Semifinal, National A.A.U., Denver, Colo.

Wrestling, March 20-21, Semifinal, N.C.A.A., Washington and Lee University, Lexington, Va.

Basketball, March 22-28, Semifinal, N.C.A.A., five sectional tourneys.

Basketball, March 26-28, Semifinal, National Y.M.C.A., Peoria, Ill.

Swimming, March 27-28, Semifinal, N.C.A.A., Yale University, New Haven, Conn.

Boxing, March 27-28, Semifinal, N.C.A.A., University of Virginia, Charlottesville, Va.

Wrestling, April 3-4, Semifinal, National Y.M.C.A., Wilkes-Barre, Pa.

Basketball, April 3-4-5, Final, Madison Square Garden, New York, N. Y.

Boxing, April 15-16-17, Semifinal, National A.A.U., Cleveland, Ohio.

Wrestling, April 16-17-18, Final, Lehigh University, Bethlehem, Pa.

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Lynn Waldorf
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LYNN WALDORF, Northwestern
BURT INGWERSEN, Northwestern

Basketball

DUTCH LONBORG, Northwestern

Swimming

TOM ROBINSON, Northwestern

Administration

K. L. WILSON, Northwestern

Track

FRANK HILL, Northwestern

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TED PAYSEUR, Northwestern

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PAUL BENNETT, Northwestern

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The Man Behind the Bat

By Ernest F. Lorbeer

DURING the past few years, owners of major league baseball clubs have been instructing their scouts to watch for promising young catchers. All scouts, however, report that there are practically none to be found, while candidates for every other position are plentiful. This scarcity is the result, no doubt, of the fact that the position by its very nature is unattractive to young ball players. The catcher's importance is underestimated, the position is generally poorly coached and the chance for spectacular play almost nil.

Coaches and managers should realize that good teams are built around good batteries, and that a good catcher can make a winning team out of a mediocre pitching staff. They should realize the responsibility cast upon the shoulders of a young catcher and should give him every encouragement.

No two catchers catch alike. Differences in experience, temperament and background are responsible for this, but a few suggestions may be of value to coaches and managers as well as to young players.

Giving Signals

BEFORE a catcher gives his signals, he should look over the field to see if the fielders are in their places and ready for play to begin. Many times outfielders are walking to their positions or adjusting sun glasses while the pitcher is throwing

the ball. Conditions like this arise because the catcher has not looked over the field before giving his signals to see that each man is ready to play.

It is well for the catcher to inform team mates of the number of men out. If the opponents have men on bases, the catcher must anticipate plays. Most offensive players give some kind of tip-off before an important play is to be staged, especially in a close game. A catcher must watch for these tip-offs in order to be ready to stop the offense.

AS an undergraduate at the State Teachers College of Fort Hays, Kansas, Ernest "Dutch" Lorbeer won letters in baseball, basketball and football. Graduating in 1925, he spent the next four autumns as assistant football coach at his alma mater, and during the spring and summer played professional baseball. In December, 1928, he went to the State Teachers College at Peru, Nebraska, as Head Basketball Coach and Assistant Coach of Football. He recently resigned to devote more time to professional baseball. Among the baseball teams he has played with are Kansas City and Indianapolis of the American Association, Lincoln of the Western League, Springfield, Peoria, Bloomington and Evansville of the Three Eye League, and Beaumont of the Texas League. Since 1934 he has been manager of the Beaumont, Texas, team.

In giving signals, the catcher should take a position just out of range of the batsman's bat and directly behind the plate, with his feet about eighteen inches apart. This distance will vary according to his height. Then he should squat to his heels with knees pointed out, though not too wide, as a catcher's legs must hide his signals from the third and first base coaching lines, so that the opposition cannot steal the battery signals. Next he should place his left arm, with catching mitt over the left knee, in a relaxed position to help hide the signs from the third base coach. The right elbow should be held closely against the right side, while the right hand should be held well back in the crotch for giving the signals. Often the slight movement of the elbow away from the body when certain finger combinations are manipulated will reveal to the opponents the signal for certain pitches.

The catcher should give the signals clearly and rapidly, being sure that the pitcher and the second baseman or shortstop get them. The pitcher must be sure of them in order that the catcher will not be "crossed." The second baseman and shortstop must have them so that they will know who is to cover second base. With men on bases and on different pitches to the hitter, they should play the hitter from different positions by moving to right or to left after the ball is delivered.

There are many kinds of battery signals. Some catchers use the hands or fingers, others use the glove and some use the mask or protector, while some use all these in combination. An intricate system is not necessary. Just a simple finger combination, with a change or switch when a runner occupies second base, will suffice. It would be well to have another set that the battery and infield could switch to, in case the opponents are getting the set that is being used.

Catching Position

AFTER the signals are given, the catcher should come to a semi-standing position behind the plate. In arising he should be sure that he does not move his feet one way for one kind of pitch and another way for another, and thus reveal battery signals to the opposition. A good catcher will arise with a jump, placing both feet wide enough apart to give a well balanced stance but not so wide that he cannot shift quickly to either side or cannot jump if the ball is thrown high. I do not approve of the position of staggered feet, i.e., left foot forward and right foot back, as it makes difficult the shifting of the body readily on some pitches. A catcher should never receive pitches while squatting on his heels, as he cannot shift for balls thrown wide or balls thrown high, and he will be very much out of position to get a start on foul balls and on bunted balls.

This semi-standing position of the catcher is very valuable to the pitcher, as the catcher's body forms an excellent target. He has two knees and, to the pitcher on the mound, one is inside low and the other is outside low. He has two shoulders one of which is outside high and the other is inside high. Most catchers hold the mitt waist high in front for additional aid to the pitcher. However, many catchers flash with the mitt, or the bare hand, the spot where the ball is to be pitched.

Receiving the Ball

WHEN receiving thrown balls, the catcher must learn to catch all balls from the waist and below with the hands pointing downward, and all balls above the waist with the hands pointing upward. In this way, he will lessen the danger of broken fingers in case of foul tips.

The fingers on the bare hand should be closed but in a relaxed position, with the thumb along the index finger. The hand should not be opened until the instant the ball strikes the catcher's mitt. Some catchers advocate a tightly clenched fist. My theory is that if a foul tip strikes a relaxed fist the injury will not be so severe as it will be with a tightly clenched fist when there is no easy way for the hand to absorb the impact of the ball.

Just as the ball strikes the mitt, the catcher should "give back" with his mitt hand slightly so as to help "snub" the

force of the pitched ball. Then he must open his bare hand over the ball and immediately bring it without any extra motion to a point behind his ear. He must leave the mitt hand in front of his body where the ball was caught, to help balance his body. Now he is in a position for a snap throw to any base or back to the pitcher.

Shifting the Feet and Body

WITH the receiving of the ball should be mentioned the shifting of the feet and body, which is an important move of a catcher. The catcher must move his body so as to catch the ball in front of him as much as possible. While the pitch is coming toward him, the catcher must shift his feet from the semi-standing position described before to such a position as to bring the body in front of the pitched ball. Let us say that the catcher sees, as soon as the ball leaves the pitcher's hand, that it will be high and to the right of the plate. He should move both feet to his right with a sliding step (a boxer's catch step) and straighten his body. Then, while he is in the act of bringing the ball to the back of his ear, he should shift all his body weight to his right foot. With his left foot, which he has used with his left arm to balance the body, he should then step toward the base or man to whom he is throwing.

If the pitched ball is to the right and low, the catcher should make the same steps, but he should bend his knees and back to receive the ball. As soon as he catches it, he must get into throwing position. If the ball is pitched high and to the left, the catcher should step to the left with the same sliding step as far as necessary to keep his body in front of the ball. He should bring his right foot back, and as soon as he catches the ball he should shift all his weight to his right foot to form the pivot on the throw as before. When balls are pitched low to the left, he should use a similar step to the left, but should bend his knees and body, as he did for the right outside low pitch.

This shifting of feet is very necessary to keep out of the way of the batter's bat, to catch wide pitches and to use in case of pitch-outs. In cases of extremely bad pitches, the catcher should play to block them with his body and glove. The catcher should practice these steps when he is playing catch with other players or warming up pitchers, as this is an excellent time to get footwork co-ordinated with throwing so that there will be no loss of motion.

Throwing

THE catcher's throwing position is the next consideration. When he brings the ball back from his glove, he should shift the weight of his body to his right foot. He should turn his body at his waist so that his right shoulder and elbow

are pointing straight back with the ball held in the right hand, behind the ear. At the forward or throwing motion, the body should be turned forward at the waist, bringing the bent elbow forward; then the ball should be brought forward and over the elbow. When the elbow is brought forward, it forms the pivot for the snap throw, and the hand is brought over this elbow and straight out, with the fingers pointing in the direction of the throw after the ball is released. The ball should leave the finger tips last, for these give the ball its direction.

If a catcher has trouble in keeping the ball from "sailing," he should study his fingertip control on the ball, as he is probably holding the ball tighter with one finger than with the other at the instant of release. If the ball does not "carry through" as it should, he is throwing with a too rigid wrist, or he is stepping too soon or not soon enough with his left foot. These little faults will have to be discovered by experiment. A catcher's arm must have a relaxed action, not a hard, stiff action.

Handling Fly Balls

THE handling of fly balls is a fundamental especially hard for young catchers to master. The catcher should know which way the wind is blowing, if there is any, and should be able to figure the drift of the ball. When a ball is hit foul, he must not flinch from it but keep the mask in front, as this is built to protect the front of the head.

As the ball leaves the bat and goes over him, the catcher must ascertain the direction the ball took as it left the bat, turn in that direction, throwing off the mask at the same time, and run to the approximate place where the ball will fall. If the foul ball is hit very high, the catcher will have a tendency to start to weave, or move in a small circle. If he continues to do this, he is usually lost. The only way to steady himself is to look to the ground quickly, then look up and get under the ball. He should get into a relaxed position so that he can shift in any direction should the ball start drifting from its course or get caught by a current of wind. When the catcher is beneath the ball, he should keep his eyes directly under it. When the ball gets down to a position to be caught, the catcher should step back, so that the ball will be caught in the mitt at his chest. A catcher should not catch the ball over his head, except in cases of misjudgment when he has to make a last desperate effort.

If the ball should be hit near the grand stand or any other obstacle, he should run to this obstacle and judge the position of the ball, rather than go directly after the ball, start reaching and perhaps stop short, letting the ball drop to the ground when it should have been caught. When a

(Continued on page 40)

Results of the IVth Winter Olympiad

S NOW and ice sports, which to a certain degree have been on trial as part of the Olympic program, permanently established themselves at the IVth Winter Olympic Games, held February 6 to 16 in the mountain village of



Skiers against the Alpsitz on slopes near the Kreuzeck, the start of the Olympic downhill race at Garmisch-Partenkirchen, Germany.



The big Olympic jump at Garmisch-Partenkirchen seen from the front. When performing a jump of 80 meters on this hill, the skier falls a vertical distance of 44 meters through the air. To the left of the big jump is the small Olympic jump, which was used for the 18 kilometer race and jumping combined event. This small jump was built after the Holmenkoll model to allow for jumps of from 60 to 70 meters.

Garmisch-Partenkirchen, Germany. Drawing nearly 1,500 entries from twenty-eight nations, and attracting approximately a million spectators in ten days, the Winter Games can no longer be considered probationary.

Of the twenty-one first places, nine were captured by Norway, the Norwegian speed skater, Ivar Ballangrud, standing out individually with three championships and two Olympic records. Five firsts were captured by Germany, two by Sweden and one each by Finland, the United States, Austria, Switzerland and Great

Britain. The unofficial point table ranked the first eight nations in the order mentioned above. Nine other nations won points.

Racing not against rivals, as is the American system, but by the European practice against time alone, the speeding Ballangrud set a new Olympic mark of 8 minutes 19.6 seconds in the 5,000 meter event and another one of 17 minutes 24.3 seconds in the 10,000 meter race. A team mate, Charles Mathisen, established the new Olympic time of 2 minutes 19.2 seconds in the 1,500 meter event.

Ballangrud's third championship was

The artificial ice stadium at Garmisch-Partenkirchen, scene of the Olympic hockey games. (Below.)



The hockey championship was decided in favor of Great Britain when Canada defeated the United States, 1 to 0, in the

In the final game, Dave Neville, Canadian forward, weaved into the American defense after a face-off and deftly beat Goalie Tom Moore. This happened in the third minute of play, and the teams battled 42½ more minutes without a goal.

Norway	141
Germany	115
Sweden	48

Finland	41
United States	35½
Austria	32½
Switzerland	30
Great Britain	26
France	11
Canada	9
Czecho-Slovakia	7
Hungary	7
Belgium	5
Japan	3
Italy	3
Poland	2
Holland	1

Team points are unofficial, as the International Olympic Committee does not recognize them. The above table is calculated on the 10-5-4-3-2-1 system.

Albert City, Iowa, Consolidated Schools

In this article, the writer will attempt to offer a few suggestions that may have some value to the person who really wants to make a success of officiating. These ideas are not new and revolutionary, but simply a re-hashing of the trite and hackneyed advice we have heard for years; in brief, a recapitulation.

A common practice is to send out several letters or cards to nearby school officers asking to be considered in their selection of game officials and stating the expected

A GRADUATE of Iowa State Teachers College, L. C. Sheppard has participated in basketball, baseball, track and football. In his nine years of coaching, basketball teams under his direction have won 72 per cent of their games. As a basketball official, he has averaged about fifty games a year, including those in county and sectional tournaments. He holds the degree of M.S. from the University of Southern California. Among his duties at the present time are those of Superintendent of Schools at Albert City, Iowa. His article on officiating is particularly timely for March, the month of tournaments.

The assumption that it is unethical to solicit games is often made. The writer

[illegible]

After the official has agreed to work a game, too much stress cannot be placed upon the necessity of accurately booking it in order to avoid all chances of a mixup in dates. A plan that the writer has found practicable is to send a letter of confirmation, and then, a few days before the game, drop a card to the school officers stating that he is planning to be with them on that particular night. This enables both parties to check properly and avoid any embarrassment that might come up as the result of a conflict. Some school authorities send the official a card a few days before the game with information relative to the starting time and other details.

Not only is a thorough knowledge of the rules necessary. The ability to recognize and interpret them under game conditions is essential. An official may know the rule in the book perfectly, but fail completely to recognize its application when it comes up under playing conditions. It is a long step from the book

picture to the floor picture. This naturally presupposes a careful study of play situations in connection with the perusal of the rules. When studying the rules and play situations, the official must be active with the imagination and be able to have a mental vision of all the possibilities that might arise from a certain situation on the floor. This is hard, but necessary, and serves in the capacity of the stitch in time.

Another practice that the writer has found very helpful, and one whose lack is pitiful, is that of tossing the ball up straight. We have all seen a referee toss a ball up on the tip-off at an angle, with the natural result that, as the players are watching the ball on the jump, they crowd all over each other. My contention is that there is no such thing as too much practice in tossing the ball up. I wonder how many officials practice this, except in games? Try it and see how many fouls for "jumping in" are eliminated.

Condition

IT should be needless to mention the necessity for the official of being in good physical condition. An official covers a lot of floor in the course of a game, and twice as much if there is a double-header, which seems to be a common practice among high schools. My observation has been that this training phase of officiating is sadly neglected, and consequently the official's work in the game shows it. A slow official who cannot stand the grind either makes a slow game or a rough, loosely played affair. If players have to wait on all held balls for an overfed, poorly conditioned official to come waddling up, a lot of things can happen. In spite of the fact that the whistle has blown—we are assuming the official has enough power, to do that—players like to give an extra tug on a held ball unless the referee is right on the spot. Numerous other things come up which make the referee a wide-open target for the high pitched tenors in their "boo" serenade.

After a season is well along, the physical exercise of one game usually gives the official sufficient training for the next, but during the early part of the season considerable time should be spent by the official in getting in shape. When a man reaches the place where he sounds like a freight train puffing up and down the floor, his cheeks usually—and should—become smaller, and his trips fewer.

During the course of a ball game, the referee has occasion to move backwards in order to command a view of what is happening and at the same time to get down the floor. Walking or running backwards is a tiring exercise, since a different set of muscles is brought into play than those usually employed. The writer has found that considerable training in this aids greatly in the games.

Without overstressing the training element too much, the writer feels that if an official contracts to work a ball game he also contracts to be at his physical best. Coaches have a right to expect this, even though it means a little less eating, turning a cold shoulder on the T-bones an hour before the game, or a few calisthenics.

Starting the Game

ALTHOUGH this advice may seem trite, the official should know the hour the game starts and leave home early enough to arrive on time. This is a simple thing if carefully planned, but can cause considerable inconvenience if neglected.



L. C. Sheppard

A few years ago we had hired an official to work a game for us and had stated in our letter of confirmation that it would begin at 7:30 P.M. On the night of the game, 7:30 came around, but no official. The players of both teams were on the floor and ready to go. At 8:00 P.M., the official had not appeared. The crowd was restless, and the players and coaches were worse. At exactly 8:20, the official came strolling in as if he were on a holiday. His only alibi was that he figured the game would start about 8:15. He had not left his home—thirty miles away—until after 7:00, and had had a flat tire on the way. It is needless to say that he didn't work for us again.

An official should appear on the floor several minutes before the game in order to check the ground rules, work out signals for designating fouls and time in with the scorers and timers, and have the players ready for action at the scheduled time. Players and spectators want action. The official should assume his position facing the scorers and timers, glance about

to see that there is no unnecessary jockeying for position among the players, ask both captains if they are ready and then toss the ball for the start of the game.

Floor Technique

SOME of the greatest mistakes that officials make are caused by their failure to study out their floor play, and their lack of a definite system in covering the floor. A tragic sight is a referee with no plan or system, dashing madly about, not knowing just where to be and, as a result, finding himself in the wrong place most of the time. The writer does not maintain that an official should have a definite spot for each play in every game. This is impossible. But there are certain general procedures which can be followed if a study is made of the style of play of the two teams on the floor. It should not take an official long to determine this and to adjust his position to it.

The general position should be on the side of the floor, out of the playing area as much as possible and, in almost all cases, ahead of the ball. The official should alternate sides of the floor so that he may see the plays from various angles. When a team uses a slow dribbling offense, the referee may parallel the ball as it comes down the floor and still be able to command the situation, but, if a team uses a fast-break, he must make every possible effort to get ahead of the ball when the offense strikes the defense. The official should use floor work similar to that of players using the zone defense. He must shift in and out with the ball, yet keep out of the traffic lanes and not work so far in that he sees only a part of the playing floor.

Remote control decisions of the trudging type of referee, called from the other end of the floor and behind the ball, are very apt to be unjustified and to meet criticism in no uncertain terms.

Calling Fouls

IF the official sees an infraction of the rules, it is his duty to call it, regardless of the situation involved, or of the team upon which it is called. Sometimes we take our life in our hands if we call a foul in the closing seconds of play with Xyz one point ahead, but that is the task. The foul should be clearly designated so that there is no question in the mind of the player, the team or the spectators as to its nature. Some officials shout out the number of the player and the type of foul—"No. 7—Charging!" This makes the situation quite evident, but, in an exciting game, it will be difficult to hear this call above the roar of the crowd. Perhaps a better method is to point out the player who has fouled, give his number on the fingers if the number is not too high or turn the player around so that the scorers may see his number. In some

(Continued on page 42)

Ground Strokes in Tennis

GROUND strokes, of course, are those in which the ball is hit on the first bounce. In these strokes, footwork is of primary importance.

From a position in which he is facing the net, the player gets into the stroking position, sideways to the net, by short steps or by skipping. As the ball approaches him, he gets set. His feet are fairly well apart, his knees are slightly bent and his back is bent slightly forward from the hips up.

In holding the racket, either the continental (European) or the Eastern (Tilden) grip is satisfactory. Two views of the continental grip are shown in Illustrations A and B. The European forehand and backhand grips are shown in Illustrations C and D.

In the continental grip, the face of the racket is held perpendicular to the ground. Then, with the heel of the hand on the top edge of the handle so that it rests against the leather at the butt end, the fingers are wrapped around the handle. This grip seems easier for beginners to learn because the racket may be held in this way for all strokes. See Illustrations A and B.

In the Eastern forehand stroke, the face

By Paul Bennett
Northwestern University

FORMERLY a Canadian Davis Cup player, Paul Bennett is now one of the leading American tennis coaches and a developer of young players.

of the racket is held perpendicular to the ground. Then, as though shaking hands, the player places his hand on the butt end of the handle and wraps his fingers around it. See Illustration C.

The Eastern backhand grip differs from the forehand in that one-eighth to one-quarter turn back toward the body is taken with the hand. See Illustration D.

In the Eastern service grip the racket is held in a position half way between the forehand and backhand grips.

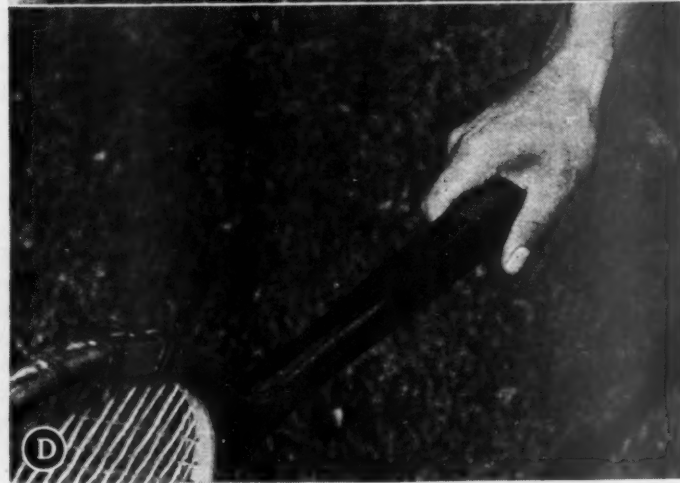
In the back swing of either the forehand or backhand drive, the handle of the racket is kept roughly parallel to the ground. The left hand or arm (of a right handed player) helps start the racket back. The weight of the player moves back to the foot away from the net. The swing is made in timing with the speed of the ball.

In the forward swing, the face of the racket starts first. Then the player swings from the shoulder, and his weight moves from the foot farther from the net to the foot nearer the net. His body turns slightly at the hips. The racket handle is kept roughly parallel to the ground on the forward swing.

On the forehand stroke, the player meets the ball, roughly, between the two feet. On the backhand stroke, he meets it about opposite the foot nearer the net.

To learn the swing, the player faces the net with his knees bent and his back bent slightly forward from the hips up. If he is a right handed player, the racket handle is in his right hand and his left hand supports the racket at the throat. The racket handle is parallel with the ground.

On the count of one and two, the player pivots on his right foot (right handed player) so that he is sideways to the ball, and brings the racket back. The racket starts back as soon as the pivot is begun. On the count of three, the player swings the racket forward, letting it follow through freely and come to a stop where the pull of the racket is directly on the shoulder.





Forehand Drive

Illustration 1—Donald Leavens of Northwestern University, a left handed player, is in position behind the baseline, his body turned sideways to the net. His weight is shifting to the foot farther from the net. The handle of the racket is roughly parallel to the ground.

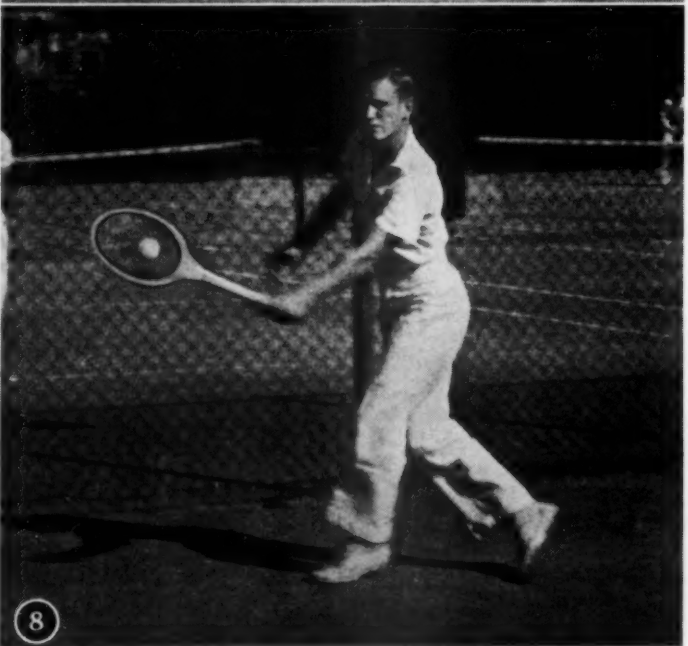
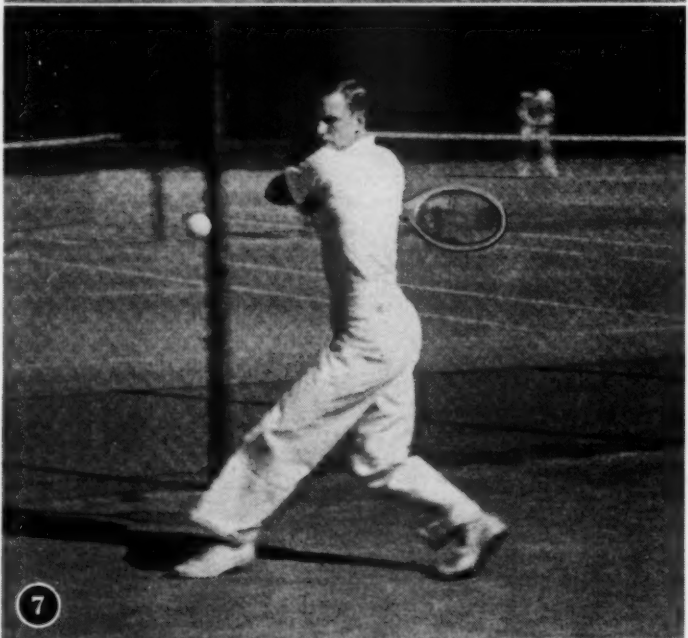
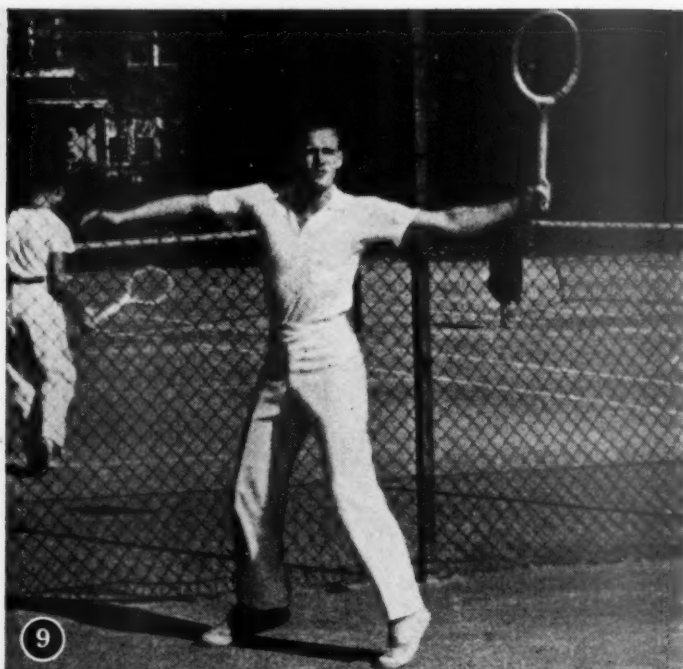
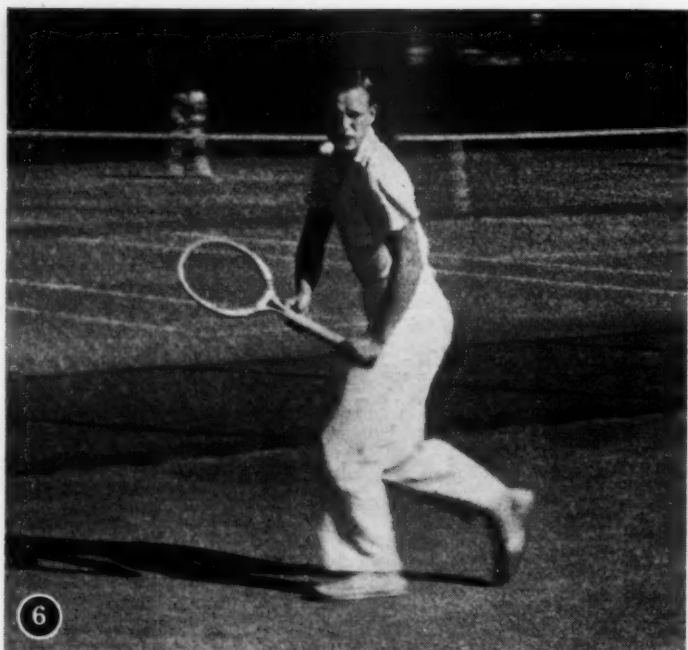
Illustration 2—Leavens' weight has shifted entirely to the foot farther from the net. His knees are bent and his eyes are on the ball.

Illustration 3—The back swing has been completed. Leavens has brought his forward foot back slightly to place him in proper position in relation to the ball. His eyes are on the ball.

Illustration 4—The racket has just met the ball and Leavens is transferring his weight to the foot nearer the net. The face of the racket is parallel with the net at the time of impact. The player's eyes are still on the ball.

Illustration 5—The player has completed his follow-through. His eyes are still on the ball. He is watching his opponent and preparing to get into position to meet the return.

The grips on the opposite page are demonstrated by Russell Ball of Northwestern University, a right handed player, who, in 1935, became the first man from the Middle West to reach the semifinals of the Intercollegiate Tennis Championships of the United States in fifty-seven years of competition.



Backhand Drive

Illustration 6—Leavens, with the racket held in his left hand and supported by his right, is moving into position with short steps to play the ball. His body is sideways to the net, and his back is bent from the hips up.

Illustration 7—The player has completed the back swing and is getting set to hit the ball. His weight is shifting from the foot farther from the net to the other foot. His eyes are on the ball.

Illustration 8—The racket is just meeting the ball about opposite the foot nearer the net, as it should in the backhand drive. The handle is roughly parallel to the ground at the moment of impact. The player has turned his body slightly at the hips and is transferring his weight to the foot nearer the net.

Illustration 9—In finishing the follow-through, the player has allowed his racket to go too high. However, his eyes are still on the ball and he is watching the position of his opponent.

Illustration 10—Leavens is now preparing to take a position about midway between the side lines. His racket is being brought back to the front of his body, ready to hit a ball coming to either side of him.

Donald Leavens is now a sophomore at Northwestern University. In 1932, he won the National Boys' Championship. He was third ranking National Junior in 1934 and fourth in 1935. In the National Junior Tournament of 1935, he was runner-up.



Kenneth Carpenter of the University of Southern California. In this illustration, Carpenter is exhibiting fine, relaxed starting position in the discus throw. His foot spread, however, is too great, making the circle too small. Carpenter led the college discus throwers of 1935, winning the event in the National Collegiate Meet with a throw of 157 feet 11 $\frac{3}{4}$ inches.



Don Elser, University of Notre Dame shot putter. Elser placed second in the 1935 National Collegiate Meet. In five different meets during 1935, he put the shot over 50 feet. In this illustration, he demonstrates fair relaxation in beginning the hop. Three other pictures of Elser in various stages of the shot put are shown in connection with this article.

The Shot Put and Discus Throw

By John P. Nicholson

University of Notre Dame

ALTHOUGH the main fundamentals of the shot put and discus throw were well laid as early as 1912 by such shot putters as Ralph Rose and Pat McDonald, and such discus throwers as Martin Sheridan and Jim Duncan, yet some apparently heretical, but actually beneficial, departures have been introduced in the last decade.

We have been influenced in both events by a technique developed by great European weight throwers, and by the innovations of Robert L. "Dink" Templeton, track coach at Stanford University, who has in recent years consistently turned out great weight throwers.

Form Variations

THE Europeans have not liked our quick reverse in the shot and discus, and have not reversed the feet, or at best have only partially reversed. Instead, they have accentuated a powerful right hip thrust forward, and a straightening of the left leg at the knee. In fact, the weights are thrown against the left knee as an anchor.

Templeton has introduced a new footwork in the shot put, shown in Diagram 3. Especially has he stressed a throwing as well as a pushing of the shot. This is a dangerous procedure usually, but most

helpful if the push and throw are properly combined, as the Stanford men use them. Pacific Coast shot putters, probably through Stanford influence, are not tucking the shot under the chin as is still conventional, and usually best, but are carrying

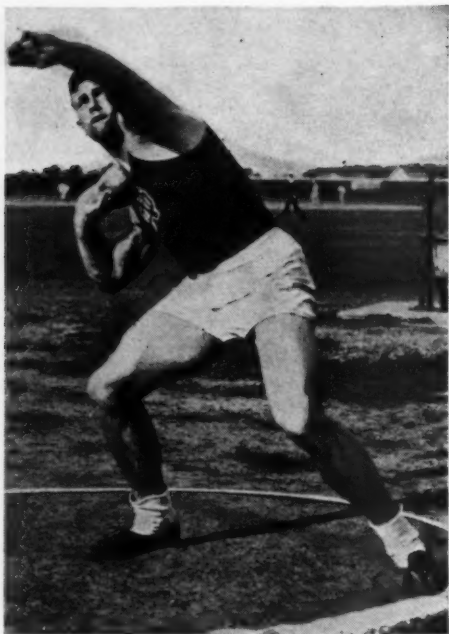
the shot in the preliminary stance a little from the shoulder and farther towards the outside, as demonstrated by James Reynolds of Stanford University.

American coaches have been conscious for many years that the weights cannot be thrown from the air (which will happen if the reverse comes too soon), but have not been so unorthodox as to say that both feet should be kept on the ground at all times, as do the Europeans.

The writer, after much thought, has decided that the European idea is best in the discus throw; that is, stressing the hip thrust with the discus still back of the body, and at the same time straightening the left leg at the knee to have something to pull against. But, in the shot put, the writer still believes that the American idea of the full reverse is best, as shown in Diagram 1. However, he is convinced that if an athlete is primarily a discus thrower, like Gordon Dunn, formerly of Stanford University, and has a powerful hip thrust and curtailed reverse, he will do better in both weights by not cultivating a full reverse in the shot put. Also, he believes that if a shot putter has developed a powerful leg drive he will do quite as well by continuing the reverse in the discus throw, for it is hard to mix two styles.

Hip thrust is important in both events,

FOR nearly two decades, John P. Nicholson has been coaching in the United States and Canada. At one time or another, he has coached practically every sport, from golf to football. In track, however, he has had his greatest success. As a student in the St. Louis, Missouri, high schools, he held an interscholastic high jump record of 6 feet $\frac{1}{4}$ inch. At the University of Missouri, he continued in the high jump and also competed in the high hurdles, an event in which he set a world's record and in which he represented the United States in the 1912 Olympic Games at Stockholm, Sweden. Before taking over the track team at the University of Notre Dame in 1927, he had achieved notable success at Center College, De Pauw University, the University of the South at Sewanee, Tennessee, and Rice Institute, as well as two athletic clubs in Canada. He instituted the Rice Relays in 1924 while Assistant Director of Athletics at Rice Institute. The success of the Notre Dame track teams under Nicholson is too well known to require comment here.



Elser in good position at the beginning of the delivery of the shot. His legs are well braced. The toes of his right foot are pointed slightly away from the direction of the throw and the toes of his left foot are pointed slightly toward the direction of the throw. The shot is in the conventional position on the shoulder and high in the thrower's fingers, as it should be if the thrower is to get wrist snap.

but in the discus throw it comes earlier in the action, while in the shot put it comes a little later. Reversing means following through with the body and arm; the changing of feet is merely for better balance. The right foot is often off the ground in the shot put as the shot is in the air, as may be seen in the fourth picture of Don Elser of the University of Notre Dame.

Fundamentals

IN an article of this length, we cannot go exhaustively into both the discus and shot. Instead, let us stress some fundamentals common to both events.

Relaxation should be stressed, for power comes from a relaxed muscle going into contraction. Teach boys to be comfortable in their preliminary stance, and as loose as a jelly fish taking a siesta. Notice the pictures of George Theodoratos of Washington State College in the shot put, and Widmer Etchells of the University of Michigan in the discus.

Next comes rhythm and speed. In the shot put, an athlete hops from the right foot and lands on the same foot, slightly before the left foot hits, before beginning the delivery. In the discus there is a pivot on the left foot, the pivot ending in a slight shuffling jump before landing in the throwing position. It is a jump, mind you, even though imperceptible, and you should make the thrower jump like a dervish with a fit if you must in the beginning of your teaching. The action is that of the waltz, not the one step.

All the speed the thrower can control is

desirable, but most of us at some time or other have overstressed speed. The shot and discus throws are strength tests, not sprint events, and an athlete can easily go so fast that he cannot get his muscles to act to their full power. Rhythm is very important. If the writer had the nerve, he would have a phonograph with a repeating record on the field playing "The Waltz She Saved for Me." I would have my shot putters, and especially my discus throwers, throw the weights to the rhythm of the waltz. It would be best to have the record played slowly for the beginner; then speeded up as time goes on, until the best speed is found.

In both events, the position of the head throughout the action is important. If



Elser with the shot just leaving his hand. His left foot is on the ground, his right having been lifted. His head position is good. His right shoulder is swinging around just a little higher than the left, the correct amount to get the arm and shoulder muscles working and not so high as to prevent the maximum effort of the body and legs. The hip thrust might be accentuated by being farther forward.

the head is thrown down and forward in either event, only the arm and shoulder will get into the effort. If the head is thrown backward too vigorously the legs and lower part of the body, very important parts, are sure to be utilized at the expense of the arm and shoulder muscles. The head should be naturally erect throughout, with the eyes on the flight of the shot or discus. Throwing the head too far back is a fault, but not as damaging as throwing it down.

Another practice beneficial in both

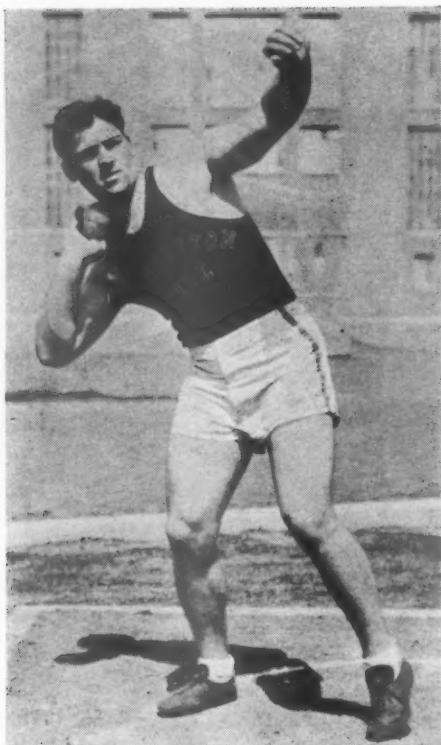
events is what might be called shooting at a mark, having all throws or puts land at a point straight forward. The events are strength not accuracy events, but too many athletes throw without realizing which is the best salient for their best efforts. In general, the preliminary stance should be sidewise to the direction of the effort. If the athlete throws too much to the right or left of this mark, there is sure to be lost power. Most of the best efforts, however, seem to land just a little to the right of the point of aim.

Practice Schedule

ON what days should the athlete practice, and how many throws should be made? Remember two old adages in your coaching. They are "Practice makes perfect," and "Too much work makes Jack a dull boy." Practice days will differ with individuals. Some nervous, high strung boys will do better with practice on Monday, Tuesday and Wednesday. As a system, however, the writer finds it best to practice Monday, Tuesday, Thursday and Saturday on the weights, with Friday a full rest day. Wednesday should be a workday on sprinting and jumping or hurdling on the grass, and this practice should be indulged in a little every practice day. Monday should be a long work-



In this illustration, the shot has left Elser's hand, and the shot putter is in the middle of his reverse. He is exhibiting fine extension.



George Theodoratos, Washington State College shot putter. This shows fine position at the beginning of the put, just before the hop. Notice the relaxation of the putter, as indicated by the bent left arm. His knees are bent, but not too much. The shot is held in the conventional position above the clavicle. At the time this picture was taken, Theodoratos had an injured finger on his right hand or the shot would have been held higher in the fingers.

day on form alone. Tuesday should be a long workday on form, the athlete finishing up with six efforts for distance. Thursday should also be a form day, the athlete ending up with four hard efforts for distance. Saturday should be a tryout day, or, better, a day of competition. When practicing for form, the athlete should not be allowed to know how far he is throwing, or

he will soon be trying for distance without knowing it. The throws for distance should be under supervision and checked for fouls. And the good fouls don't count! At the least sign of soreness or weariness, the athlete should be dismissed from practice.

Stress sound footwork in both discus and shot, and notice the accompanying diagrams. When an athlete slumps, you can generally find the reason in faulty footwork or rhythm. He should put the shot five or six feet farther from a hop than from a stand, the discus fifteen to twenty feet farther from a turn than from a stand. Half the practice should be on standing throws, for this will get the athlete warmed up properly. Also, the standing throw is the basis of the event.

Footwork is more important in the discus throw than in the shot put. The thrower must travel straight across the circle to get good results from the turn. Accompanying diagrams show the proper place for the feet. Any deviation from a nearly straight line is headed just that much into trouble. The novice discus thrower likes the standing throw. He is more consistent here because in the turn he cannot make his feet behave. If he keeps at the turn intelligently, however, he will get big returns some day.

At the risk of repetition, we will go



Excellent form is being demonstrated by George Mackey of the University of California in this illustration. The hip thrust and the fine position of his arm and head should be noticed particularly.



Elwyn Dees of the University of Kansas in a posed picture showing the beginning of the wrist flick in the shot put. Dees led the collegiate shot putters in 1935, winning the National Collegiate Meet with a put of 51 feet 13 1/2 inches and a dual meet with the best distance of the year, 51 feet 7 inches.

through the high lights of the shot and discus technique.

Shot Put Technique

IN the shot put, the athlete stands in the back of the circle with the weight mostly on the right foot. (Some putters get so far back, however, as to be over-balanced.) The shot is high in the fingers

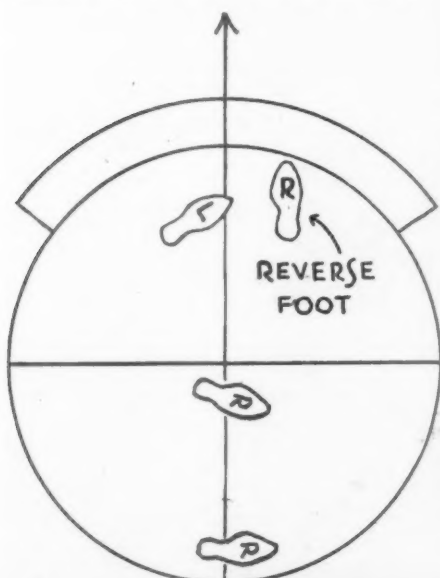


Diagram 1—Best footwork in the shot put. This gives at least uniformly good results.

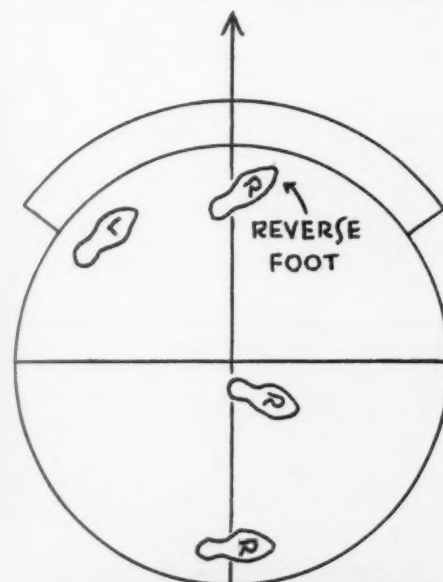


Diagram 2—Some good men have used this footwork in the shot put. This requires very fast men with lightning co-ordination who are good at retaining their balance.



of the right hand and tucked over the clavicle near the chin. (Study the picture of Theodoratos.) The left arm is bent at the elbow, the left wrist preferably hanging limp, as this makes for relaxation. To start the put, the left foot is lifted slightly from the ground and brought back towards and a little behind the right foot. This movement is made as simple as possible, for elaborate twists and high throwing of the left leg, that even some good performers indulge in, have the tendency to overbalance and tighten them.

The athlete now hops low across the circle, the right foot landing a little before the left. The right foot lands flat footed, and the toe points slightly backward. The

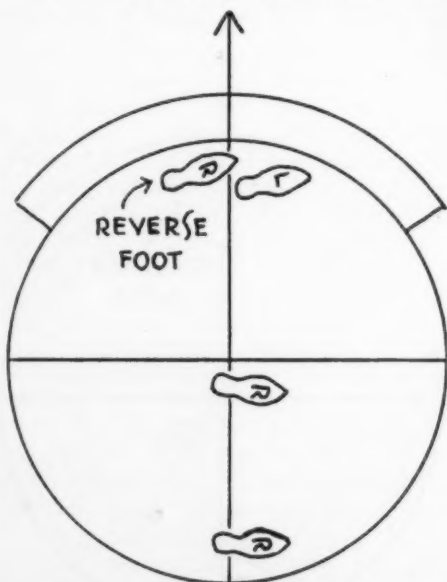


Diagram 3—Some fine Stanford University shot putters have used this footwork, the left foot falling to the right of travel across the circle. John Lyman, however, the best of them, put his left foot well to the left of travel, as in Diagram 1.

left foot lands on the whole of the ball of the foot, and the toe is pointed slightly towards the put. The distance of the hop may be estimated by a study of Diagram 1. The hop should allow the left foot to be from three to six inches from the toe board to permit a follow-through. Now the athlete should be in the crouched position shown in the second picture of Elser. Notice the coiled power in the right leg. The right shoulder is slightly down, and there is only a slight twist to the right at the waist. Too often, the athlete twists too far to the right in a waste of time and energy.

The actual put begins with the right leg starting a powerful straightening. (Stress this point.) The right shoulder comes forward with a powerful hip thrust. Then the shot starts to leave the clavicle, and the back and deltoid muscles begin their



James Reynolds, Stanford University shot putter. (Left, above.) This illustration shows the preliminary position of Stanford shot putters. The shot is away from the shoulder.

Notice that, in the picture above of Reynolds beginning the hop, the shot is not tucked under the chin. The Stanford method and the conventional method both have good points.

Reynolds in good throwing stance. (Right.) Notice that the shot is away from the shoulder. Reynolds' position comes close to violating the shot put rule that the shot may not pass behind or below the shoulder.



Walter D. Wood, Cornell University shot putter. This demonstrates fine position after the shot has left his hand and the reverse has been completed. Notice that the body is leaning forward in the follow-through. Notice also the fine downward thrust of the wrist and fingers in the wrist and finger snap.

work. The hand now starts forward at a point a little above the shoulder and even with the ear. The right shoulder is only a little higher than the left. This is the throwing action Western shot putters use so advantageously if done properly, and so fatefully if done incorrectly. It is all right, however, if the head does not duck and the right shoulder does not get too high above the left. (We used to have our athletes keep their shoulders square with the ground.)

As the shot is shoved out, the athlete





Fine shoulder turning with arm straight and good scaling of the discus is demonstrated in this picture of Carpenter. The thrower has fair hip thrust, but his left leg should be braced more for this purpose, and his right hip should be farther forward.

is careful that the elbow does not get too far away from the body (too much arm) or get too close to the breast (curtailment of arm power.) At this point comes that wrist flick that is most powerful if the



E. Widmer Etchells, University of Michigan discus thrower. Widmer has a fine relaxed position at the start of the throw. He has good hip turn, and good leg and foot motion. His bent left arm aids in relaxation.

shot is held high in the fingers. As the shot leaves the hand, the athlete is leaning forward with the right foot off the ground but the left firmly planted. The right foot is brought forward after the shot has left the hand and the feet are changed, with the right hitting the toe board in order to hold balance. Remember the rhythm! Common faults are stopping in the middle of the circle, thus losing momentum, and the dipping of the knees. The shot should travel from the hands at an angle of about 42 degrees. It is generally put too low, but I have often seen coaches overstress throwing for height.

Discus Technique

IN the discus throw, the athlete takes the position shown in the picture of Etchells. After two or three lateral swings

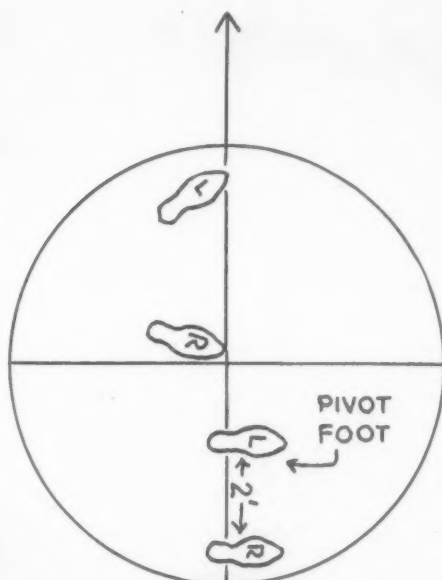


Diagram 4—Conventional footwork across the circle in the discus throw. Any departure from this is nearly always headed for trouble. The reverse foot is not shown in the diagram.

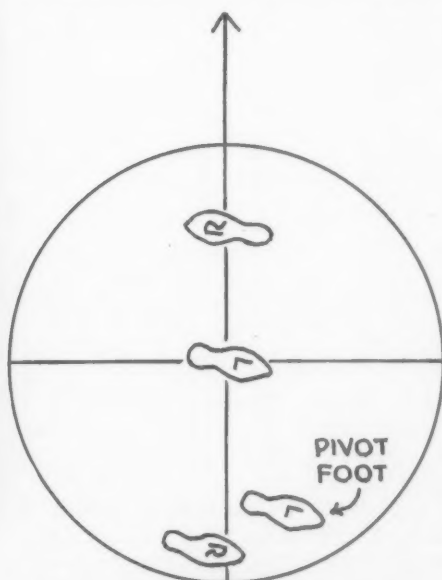


Diagram 5—Wonderful, but hard, footwork starting stance for a clever man. This makes the circle bigger for the turn.



Hugh Cannon, senior at Brigham Young University, who throws the discus a foot for every pound of his weight. This picture shows Cannon completing the reverse in the discus throw.

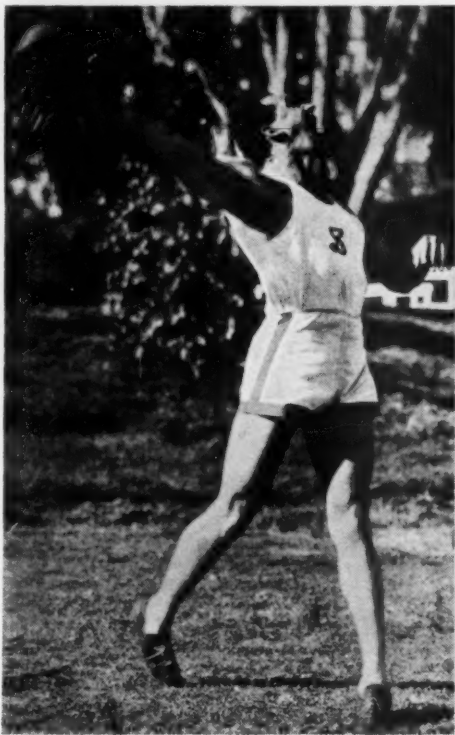
from the waist with the discus held as near the end of the fingers as hand size and strength will permit, the thrower starts the turn. If the athlete is an agile one, he can make the circle bigger for himself by taking the position indicated in Diagram 5. Only boys with very fine balance and co-ordination can use this, however. The pivot is on the ball of the left foot. And then comes that little jump previously



Claude Walton of the University of Colorado is shown at the start of the pivot in the discus throw.

described. During all this action the discus is behind the body and to the athlete gives a dragging sensation.

The athlete, after the pivot jump, gets

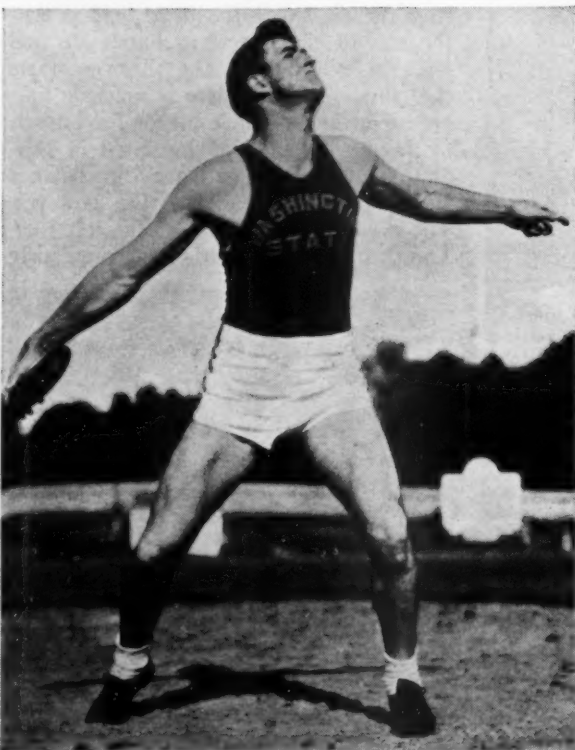


Also, it is common to pivot too far, so that the right foot lands too far to the left of the circle. Study the discus footwork closely. Some throwers use the footwork shown in Diagram 4 with the landing position of both feet a little to the left of



actual competition the athlete must forget his feet and think of relaxation and rhythm. When a discus thrower is "going wrong," in nine cases out of ten the tale is told in his tracks across the circle.

Now the feet are planted solidly in about the same position as in the shot, and the discus is behind the body throughout. At this point, the right hip is brought forward with terrific power even while the discus is held back. The slightly bent left leg straightens at the knee, leaving something to pull against. The picture of Kenneth Carpenter of the University of Southern California releasing the discus is admirable in every feature except for this knee straightening. During all this action, the arm is extended at the shoulder joint



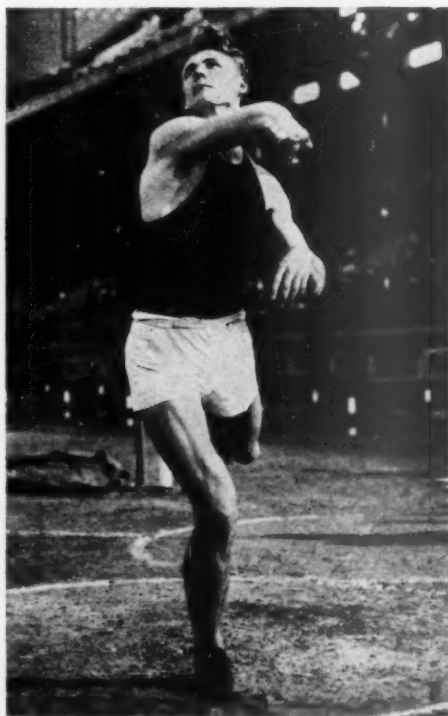
Phil Levy of Stanford University in the discus throw. (Left, above.) This picture admirably illustrates the straightening and bracing of the left knee and also the excellent hip thrust. The discus is being scaled too high, however.

Levy shows above that the thrower may have hip thrust and stiffening of the left knee, and yet reverse.

Good foot position and relaxation at the start of the turn in the discus are shown in the illustration at the right above of Glenn Randell of the University of California.

In the illustration at the left, Dwight Scheyer of Washington State College is demonstrating fine pull at the beginning of the discus throw, but there should be better bracing of the left knee.

Anton Kishon of Bates College is shown (right) at the finish of the reverse in the discus throw.



quickly into the throwing position, which is about the same as that of Elser in the shot put. I mean that coiled position with the right leg ready to get in its powerful work. The right foot is now in nearly the exact centre of the circle, the feet are well spread and the left foot is about nine inches from the edge of the circle, leaving some room for the follow-through. A common fault is jumping too far forward.

a straight line. However, if the coach attempts to keep the athlete on a straight line across the circle with each foot he will be safer.

Footwork takes lots of practice with and without the discus. Do you remember thinking about your feet when you were new at dancing and having the girl say wryly, "No, you didn't step on my toes," when you knew she was lying? So in

and is straight though not taut at the elbow.

As the hip action ends, then comes that powerful full armed sweep, with the shoulder joint being pulled in. (What power this adds!) The discus is now punched forward, leaving the index finger of the

hand, and spinning clockwise. The final punch is with the forearm in such a position that the athlete finishes with a slight crook at the elbow. The disc scales out at an angle of from 35 to 38 degrees, the weight spinning in this plane. Now the feet can be reversed with the follow-

through. Better, only a partial follow-through like that of a baseball pitcher is needed if the left leg is anchored very firmly.

In conclusion, let me say that form is important. But, more important, find some big, strong boys!

End here

On Your Marks! Set! Go!

By David L. Holmes
Wayne University

WHAT track coaches call a really fast starter off the marks in the short races is a rare specimen. I believe I may safely say that most sprinters are not fast starters.

Line up, let us say, eight fast sprinters at the starting mark and send them off their marks a number of times, and you will be amazed to find probably not over one of the eight who could be termed really fast at the gun. Probably one of them will be out ahead of his mates practically every time—sometimes half a stride in two steps. He seems to hear the click of the hammer of the pistol on the cartridge and is off with the gun. When he starts he shoots out like greased lightning. If he happens to "pull," he does not do it half-heartedly—stop abruptly after a few strides and come back. He flies down the track twenty yards or more before he can apply the brakes. When he starts, he doesn't fool about it. He just leaps out "in high." Among the other seven he has no real competitor for the first five yards at least.

Go over in your mind the great sprinters of the past ten or more years and see how many you could conscientiously call "fast starters." Would Jack Scholtz

PERHAPS no coach has made a more thorough or more scientific study of form in track and field events than David L. Holmes, who is both Director of Athletics and Track Coach at Wayne University, formerly known as the Colleges of the City of Detroit. With the help of motion pictures, Mr. Holmes has analyzed the form of the best athletes of the past few years. In this article on the start, he has outlined his theories on this important phase of sprinting. The pictures of Ralph Metcalfe shown here have previously been published in this magazine, but because they illustrate the points Mr. Holmes makes in his article they are used again.

qualify? Would Archie Hahn fill the bill? Would Loren Murchison? How about Charlie Paddock? And what about Eddie Tolan, Ralph Metcalfe, Frank Wykoff, George Simpson, Arthur Jonath, Dan Joubert, Takayoshi Yoshioka, who competed in the short dashes in the 1932 Olympic Games?

Among these superlative sprinters, only a few would truly qualify as fast starters. Tolan, one of the very fastest sprinters, would be the last man at five yards. In the lead at five yards would be Yoshioka.

Simpson, Hahn, Murchison and Wykoff would be nearly a yard back. Of the entire lot, I should classify the little Jap as the only lightning-fast starter. He was a bolt of lightning at the crack of the pistol.

Emmett Toppino finally became a fast man off his marks. His running of the short dashes indoors after his phenomenal second leg in the hair-raising 400-meter relay at Los Angeles in the 1932 Olympic Games stamped him as one of the world's greatest over the short route. But, of all the short dash men I have seen, I feel that Hubbard, the University of Michigan's colored flyer of a few years ago, was one of the fastest off his marks. Even above him I have to place Les Wittman, who was at Michigan at the same time, and who, in spite of his "weeness," became the Big Ten dash champion. I had the pleasure of training Wittman one season before he went to Michigan, and we spent hours on this phase of the short dash. I saw him leave Hubbard "sitting on his marks."

Reaction Time

WHAT is the secret of fast starting? Everybody knows that reaction time is the big factor. "There is them as can, and there is them as can't." Yoshioka got



Ralph Metcalfe, formerly of Marquette University, on his marks. His form as shown here is orthodox.



Metcalfe in the set position at the start. This is also orthodox in every respect.



Metcalfe leaving his marks. This shows probably too little drive with the arms. More arm-drive would perhaps help this sprinter to get off his marks faster.



James LuValle of the University of California at Los Angeles using a front foot drive. He is jumping up to run, rather than using strong arm-drive.

away like a streak within a millionth of a second after the pistol report, it seemed—a veritable whirlwind of energy unleashed. What did he have that Tolan did *not* have? Well, I like to say that his telephone system was working better. As the sound of the pistol reached his eardrums, the message was flashed to his muscles—"Go!" The response of those muscles was instant. Some of the other lads on the mark with the little Jap didn't even start to start with the report of the pistol; and, when they did start, they started "in sections"—one hand lifted, another lifted, one foot pushed, then another. Their first few motions were half-hearted—they simply picked up their hands and tried to get under way. Motion picture analyses show that most sprinters start in this manner.

Of course, some lads with a very short reaction time do not "go out running." They get off the marks like a flash and then seemingly fail to co-ordinate for several strides. Many sprinters are like this. I believe you will agree with me that it takes five strides for most sprinters really to "get going."

Stance

SO much for reaction time. Now, what is the best position, or stance, on the marks? Should the front foot be near the starting line? Should it be well back, in the Howard Drew fashion? Should the hands be in close, or should they be out, say, a foot? Should they be far apart, as Charlie Paddock placed them, or should they be in close—less than a foot—as one great short dash man contended they should be? Should the knee of the rear leg be placed close alongside the front foot, so that the feet will be in natural

line one behind the other, or should the knee be placed out several inches, and the feet thus out of alignment—separated somewhat after the style of football line-men?

There are many ideas about these things. Whether or not the position of feet, hands and knees makes much difference can hardly be proved. Practically every record-smasher has some peculiar way of getting down on his marks. The thing which seems to fit him doesn't fit another sprinter. So I shall not get into deep water on this phase of the start. It is well to remember that leg length and body length have a great deal to do with the "best" method of getting down on the marks.

Getting Off the Marks

I AM not so much interested in exactly how a lad gets *down* on his marks as I am in how he gets *off* his marks. Assuming that he has found, or has been taught, his best position or stance, how does he start?

I teach my boys several things which, so far as I can ascertain, are frowned upon by the good coaches. Many years ago I tried to sprint—stuck at it for a long time. It was my good fortune to have several top-notch coaches training me during that time, but I can truthfully say that not one ever really showed me *how* to start. True, they all started us—the other sprinters and me—dozens of times daily, till we all had such shin-splints that we could hardly walk. But none ever really went into the *how* of the thing to any extent. My ideas of starting are not like those of the really good coaches, for the most part; so you may if you like pass them up without another thought.

In the first place, I insist that the first push come from the *rear* foot, not the front foot. I have experimented by the hour on this and am convinced that this is the best method of getting a straight-ahead drive off the marks, with the body down where it belongs. Long study of motion pictures proves that by far the majority of sprinters "jump up" as they start—the almost inevitable result of too much drive with the coiled front leg. In my opinion, the front foot should not be used until the body has started forward. The interval between the drive of the two feet may be almost negligible, of course, but the body should be put under way forward by a thrust of the rear foot.

Simultaneously with the thrust of the rear foot is the terrific drive of the arms. Practically every sprinter uses his arms very little as he starts. He "picks his hands up" and then starts using them. In other words, his first stride is done without any propelling force from his arms. He just gets up and runs.

My idea is that, simultaneously with the thrust of the rear foot, one arm should be flung *down* the track, the other arm flung *back*. I use the word "flung" simply because that seems best to describe my meaning. The hands should *not* be lifted. They should be flung. The arms should be completely loose from the shoulders—one flung forward, one back. Of course, the one which is flung forward is the one next to the front foot, else there would be a pause after the first stride has been taken in order that the opposite arm and leg may get into rhythm. The backward fling of the arm cannot be stressed too much, it seems to me. As the rear foot starts its drive, the arm flung backward gives exactly the needed "purchase" or

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ST. LOUIS

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MISSOURI

SAN FRANCISCO, CALIFORNIA



Eddie Tolan



Frank Wykoff



Emmett Toppino

From *Movies on Paper*
by David L. Holmes.
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balance. The arm and leg working instantly together are capable of hurling the runner out of his marks so quickly that he will fall headlong unless he drives sharply and hard with the other foot, also, the moment the initial drive with the rear foot is made.

In order to get the most out of arms and legs in the important two or three initial strides, I feel that it is essential for the starter to practice counting "One-two!" as fast as possible as the pistol pops. This means "One-two!" for the arms and "One-two!" for the legs. It will be found that the starter cannot count fast in this manner as he leaves his marks and still loaf the first two strides. If he counts fast and hard, and shoots his arms fast and hard, his first two strides will be fast. It is well to add, then, another count—"Three!"—to the two, in order to include the first three precious strides. This will ordinarily get the runner away in full running stride without any pause after he has left the mark.

If the arm which is flung forward is not thrown *down* the track, but is thrown *up* over the starter's head, you can be assured that your man is going to pause, as his legs are out of rhythm with his arms, his front arm necessarily staying up too

long. He must keep the front arm *down* the track—*ahead*, not *up*.

It is my opinion that far too many sprinters spend too much time "digging" out of their marks; that is, they use the digging stride far too long. This digging stride is very likely to be a strained, almost lock-kneed, effort, with muscles distended, head shaking from side to side and body wobbling like that of a drunken man. It seems better for the sprinter to start to lengthen out a bit as soon as he has got under way. I feel that a few short driving, but relaxed, strides are all that are needed. Experiments with a number of starters have proved to us that a fair sprinter will make faster time for the first fifteen yards by starting to lengthen out after the first three or four strides than he can possibly make by longer use of the digging stride.

The Illustrations Explained

THE drawings of Tolan, Wykoff and Toppino show these three sprinters starting in one of their many close races. In this particular race, my movies show that Tolan and Wykoff kept exact stride rhythm up to the sixteenth stride. Yet Wykoff was over a yard ahead of Tolan at that distance! Tolan himself asked me

how that could be. The explanation is simple, of course. Tolan was using his short stride, while Wykoff was using a longer one. But Wykoff was using the long stride just as fast as Tolan was using his short one. It will be noted that Tolan is "picking up" his right arm—not using it at all and hardly using his left—while both Wykoff and Toppino are driving with their arms for all they are worth.

In the three views of Ralph Metcalfe, the position on the marks of this sprinter is orthodox in every respect. His "set" is also orthodox, but his start shows too little drive with the arms, it seems to me. Metcalfe is a slow starter. No doubt his reaction time is slow, as he is large for a sprinter. However, more arm drive off the marks would probably help him.

The picture of James LuValle shows plainly that this sprinter from the University of California at Los Angeles is using a front foot drive. His rear foot is barely off the ground, yet his body is half erect. He has lifted his hands, using little arm-drive. His body is not in driving stance. He is "jumping up" to run.

In the drawings of Metcalfe, Tolan and Simpson, both Metcalfe and Tolan are "picking up" their hands, while Simpson is driving hard with his.



Ralph Metcalfe



Eddie Tolan



George Simpson

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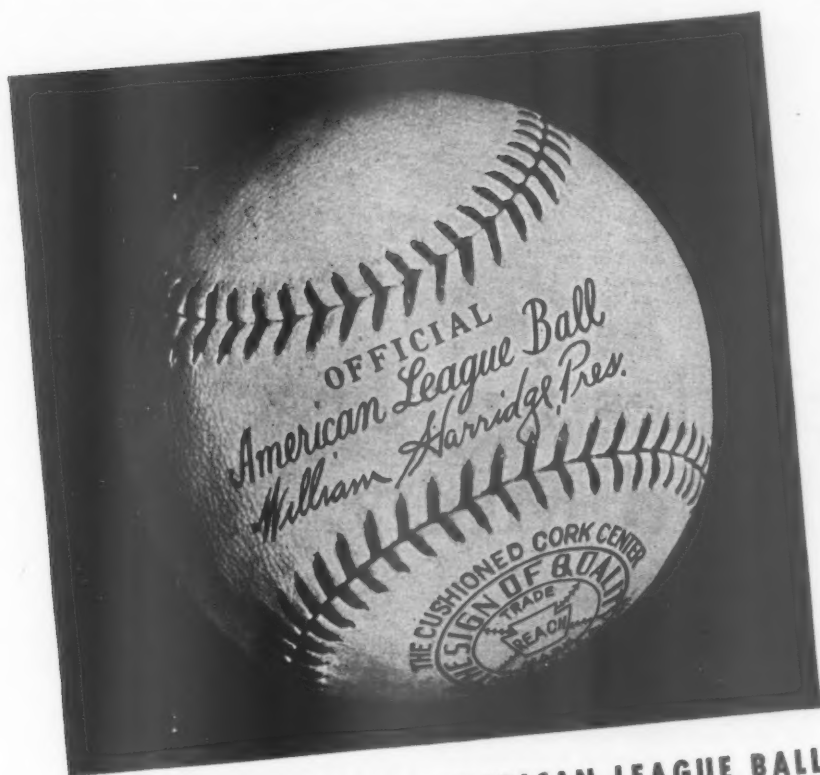
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for MARCH, 1936



1. There are two dots on the handle of the bat. One reads "left hand up"—the other, "right hand up." A right-handed player holds the bat so that the "right hand" dot lines up with the curved portion of his hand (between thumb and finger). Note that the trade mark is not "up," but tipped forward.



2. When the bat swings back, the trade mark turns "in." As the bat swings forward the trade mark turns "up."



3. As the bat meets the ball, it is parallel to the ground, with the edge of the grain forward, the trade mark "up," the wrist directly behind the blow. Result—a POWER DRIVE!



James Owen of the State University of Iowa finishing the 440-yard relay at the 1935 Kansas Relays. Other members of the team were Andrew Dooley, Wilson Briggs and Carl Nelson. The time, 40.5 seconds, is a new American intercollegiate record and is better than the accepted world's record, but has not yet been officially approved as the latter.



Carl Nelson of Iowa, anchor man on Iowa's 880-yard relay team, which consisted of Owen, Briggs, Dooley and Nelson, breaking the tape in the 1935 Kansas Relays. The time, 1 minute 25.2 seconds, stands as a new American intercollegiate record and is faster than the accepted world's record. This mark, however, has since been bettered by a University of Southern California team.

Press Facilities for Track and Field Meets

By W. A. Dill
University of Kansas

TRACK is the one sport that recognizes the claims of the reporters by providing for a "steward of the press." Irrespective of the rules book, we have at the University of Kansas developed a program of assistance for visiting newspaper men that has on several occasions brought words of appreciation. This program of providing adequate press box facilities and service from the field applies both to football and track. It is functioning at its best during the annual Kansas Relays in April.

When first the newspaper men were asked to go to the press box for the Relays, they protested. They wanted to be down at the finish line, but they soon noted that the press box view of the whole field and the full extent of the track compensated for being at a distance from the finish, especially as they found that the News Bureau was supplying, within a minute or two, a mimeographed summary of the event just run. At first,

SINCE 1921, W. A. Dill has been associated with the School of Journalism of the University of Kansas, and for the past three years he has been giving special attention to sports publicity. Previous to 1921, he was on the copy desk of the Portland Oregonian and was also assistant to the night manager of The Associated Press in Chicago. One of his hobbies at the present time is the promotion of uniformity in the "box" used in reporting basketball games. For the past ten or more years Mr. Dill has given his attention to improving the press box facilities for the Kansas Relays which, this year, will be held on April 17 and 18.

temporary military phones from the side lines were utilized, but now there are half a dozen underground circuits paralleling the tracks, with a dozen or more outlet boxes where News Bureau reporters may plug in to phone results. A miniature

"rocking horse" mimeograph prints the short bulletins in as large quantity as desired.

Printed Forms

STAFF reporters on the field are provided with printed forms, the size and weight of postcards, so that they may be held conveniently in the hand while writing. These cards are made of cardboard to withstand the rain that once in five or six years may fall at the time of the Relays. (See illustrations of cards.)

The cards are printed with blanks for track and field events on one side and for relay races on the other. The relay form provides for the names of runners in their order, at least for the winning team.

In recent years, the Kansas News Bureau has developed a technique for covering relay races that has proved pleasing to reporters and radio broadcasters alike. News Bureau representatives are stationed at the starting point of the various relay



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Every one of these quality sweaters is knitted to our exacting specifications and tailored by master craftsmen to fit the player who will wear it—with pride.

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QUALITY ATHLETIC EQUIPMENT SINCE 1876

K.U. News Bureau Sports Service FIELD and TRACK

CLASS	A	B
EVENT	
HEAT or SECTION	1	2 3 4
WON BY		
OF		
TIME or DISTANCE		
SECOND	
OF		
TIME or DISTANCE		
THIRD	
OF		
TIME or DISTANCE		
FOURTH	
OF		
TIME or DISTANCE		

Best time only is required in Track events;
distances for all placing in weights and jumps.
Give both number and name if available.

names of the runners who will start. As soon as possible he reads the entries to the press box. If the card showed

ILLINOIS
—Smith
3—Brown
1—Green
—Henderson
4—Johnson
2—Quincy

he would read: "Illinois, skip, three, one, skip, four, two, skip." The clerk in the press box would fill in the numbers and then write the following information:

MILE RELAY

Illinois Green Quincy Brown Johnson.

Making Information Available

OTHER entries would follow in the same way, and, by the time the race was ready to start, the press box would have full information as to exact starters, order of running and the like. Names in each column would indicate runners on the track at the same time, and, as soon as the winning team was determined, personnel of the team would be available. At times, too, reporters want names of other teams placing.

Printed programs cannot carry full names of contestants, but the entry blanks have the information, and are taken to the press box, so that the full name of any outstanding athlete may be easily obtained.

The phones are available, too, for seeking information that any particular reporter may desire.

The phone system is used also for football games, an observer with yards of

K.U. News Bureau Sports Service RELAYS

CLASS	Univ.	Col.	Jr. Col.	A	B.
EVENT	Medley	4 mi.	2 mi.		
	1 mi.	880	440		
HEAT or SECTION	1	2	3		
1st 2nd 3rd 4th Place					
TAKEN BY					
RUNNERS IN ORDER:					
1.					
2.					
3.					
4.					
TIME					

(Required for first place team in ALL RACES; and for 2nd, 3rd and 4th place teams in races run in sections.)

races, and, as fast as a team reports to the starter, the News Bureau reporter asks the names of the runners and the order in which they will run. To expedite the reporting, the reporter has a separate cardboard for each race, with the names of all entries, each team and its personnel. If a team is scratched, he marks it from his list, and for teams entered places the numbers 1, 2, 3 and 4 in front of the

flexible cord following the line of scrimmage on the far side of the field. An emergency phone connects the near side and the press box. Much of the information from the side lines simply confirms what the reporters already have seen, but, when the shadows fall, and the teams are at the far corner of the field, the phone information is all the exact material the reporters have.

Basketball Scouting

By Alex Weinstein

WITH the rise of "big time" basketball, in which intersectional contests are being played to large crowds, the court game is becoming more and more specialized and will soon receive attention equal to that of football. A very necessary phase of basketball specialization is now coming to the fore—scouting. Following is an outline of a scouting report that has brought exceptionally fine results.

I. Previous Record of Team to be Played.

Summary of previous record should include the following, obtained from newspaper records, game programs, acquaintances, previous scouting reports.

- Score of game—where played.
- Type of team played; i.e. big, fast.
- Nature of the attack and defense used.
- Quality of opposing playing personnel (age, stature, experience).
- Outstanding feature of play or game.

F. Consistency of play over a period of games.

(The above information ought to be in the hands of the scout before he seeks to scout the team his institution is to play in the near future.)

II. Team Play.

A. Offense.

- Type—fast-break, slow-break.
- Execution.

EVERY basketball scout has his own methods of observing prospective opponents, and a number of excellent scout books have been published. The outline published here is the work of Alex Weinstein, who is a student in the Department of Physical Education and Health of New York University and a member of the varsity basketball squad of that institution.

a. Playing the game at fast, slow or medium pace.

b. Degree of shooting—areas.

c. Use of any particular plays.

3. Result—degree of success attained.

B. Defense.

1. Type—Man-for-man, zone.

2. Execution—co-operation and covering up, switching, safe-guarding play.

3. Result—degree of success attained.

C. Condition of team as a whole, as judged at different intervals.

1. Toward close of first half.

2. Halfway through the second half.

3. At the close of the game.

D. Spirit and co-operation—sportsmanship displayed. (Any signs of rowdiness, squawking, fighting.)

E. Substitutes—If whole new team or teams are substituted, use the above outline. However it is advisable to make a record of individual players, which will be analyzed below.

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Headgear

Have a careful look at this new headgear—corset back, patent ear, low brow—every vulnerable point protected. It's a streamlined, smooth fitting work of master designing. Only a sample of the long line of outstanding models.


III. Individual Play.

- A. Player—age, stature, experience, skill.
- B. Player's action in the game.
 1. Execution of skills—shooting, passing, guarding.
 2. Co-operation in team play, offense and defense.
- C. Condition of the individual player, recorded at the time team condition is noted.
- D. Player vs. opponent—smart play (taking advantage of weaknesses and opportunities), sportsmanlike conduct.

IV. Strategy.

- A. Use of time-outs.
- B. Substitutions—number, time and type.
- C. Use of particular plays—time, occurrence, success.
- D. Improvement of team play in second half.
- V. General Indices, to some of the above mentioned points.
 - A. Number of bad passes—area occurring.
 - B. Number of shots taken, including free throws; number of shots made and missed.
 - C. Number of fouls committed.
 - D. Possession of the ball (number of times).

SCOUTING REPORT

TEAM:	NUMBER OF BAD PASSES	NUMBER OF SHOTS TAKEN	MADE	MISSED	NUMBER OF FOULS COMMITTED	POSSESSION OF BALL			COMMENTS:
						I.	B.B.	J.B.	
Springfield	74 4	74 74 11	74	74 11	11	11	74 1	111	shots rushed
<div style="text-align: center;"> AREA  </div>									

1. By interceptions.
2. Off backboards.
3. By jump balls.
- E. Any outstanding defect or good point.

VI. Diagrams.

It is advisable to diagram plays. It is also advisable to make a chart of some of the above mentioned points to facilitate scouting and reading.

This scouting report is a rather comprehensive one. To attain maximum success with it, two people should take part in making the record—the scout and an assistant who does the recording as the scout dictates from his observance of the play. The person recording need not be acquainted with basketball. A short

scouting report, which may be more applicable to some coaching situations, may be used. The general indices are combined with the report on individual play.

The material contained in a report of this nature may serve many purposes. It may serve as a check on your own team play. It may provide material for improvement of your own team and individual play by uncovering latent points. It may determine how valuable are each of the players on your own team. Over a period of years it may show you where to place stress in your coaching of individual and team play. Generally speaking, the report gives the coach and team confidence in being able to meet opponents that have been analyzed by the scouts.

Improving Poor Batters

By Lowell Otte

THE average high school baseball coach has three or four natural hitters on his squad, if he is lucky. The remainder, either from improper training, faulty vision or poor muscular co-ordination are only average batsmen or worse.

The natural hitter should be left alone. Coaching, aside from correcting glaring faults, will harm his batting average. The all-too-little coaching time should be devoted to those hitters without a natural swing. Because this writer believes that (in coaching, at least) "nothing is important but method," he is outlining a few methods to help the boy who swings and wonders why the ball doesn't shoot through the infield.

Ways of Reaching First Base

HERE are four ways for the poor hitter to reach first base:

1. Walk. This takes patience and training. Any man who refuses to go after bad pitches will get his share of walks.
2. Bunt. This is not as a sacrifice but as an offensive weapon. Any fast runner should be able to make first base 50 per cent of the time on placed bunts.

3. Drag bunt. This is a highly specialized offensive weapon that gives the hitter three advantages. He is on the way to first as he strikes the ball. He can run with the ball and thus confuse the fielder who is trying to handle it. He may be hit in the back or cause the fielder to overthrow first base, since he is between the fielder and the first baseman.

4. Placed hit or "wrong-field" hit. This means that right handed hitters learn to hit to right field and left handers to left field. Thus the right handed hitter drops the ball over the second baseman,

while the left handed hitter puts it over the shortstop.

Specific Suggestions

I KNOW nothing of any published methodology for training the weak hitter. Below, however, is a list of suggestions. It may be expanded by the resourceful coach.

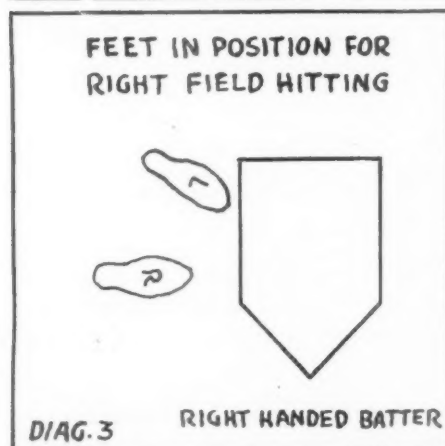
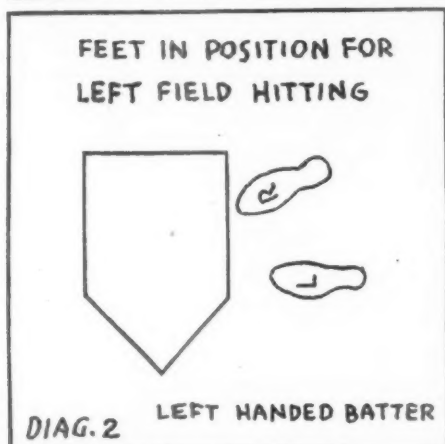
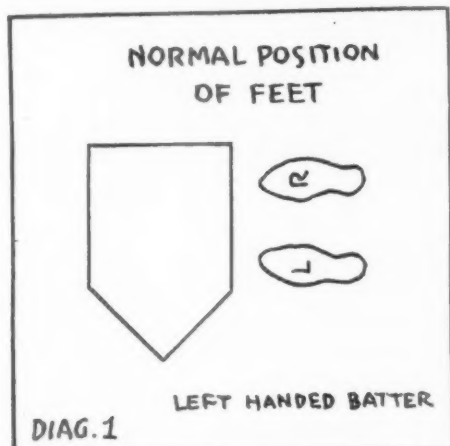
The pepper game is a drill that employs one batsman and two or more fielders. The batter holds the bat in approved bunting fashion. (My way, left handed, is a loose grip on the handle with the right hand; left hand squeezing the large part of the bat, behind the batting surface; bat in perpendicular plane with the body.) The batter keeps popping ground and fly bunts back to the fielders as first one and then the other tosses him the ball. He loses his turn when he misses a fairly tossed ball.

This game trains bunters at the same time it imparts training to fielders. The hitter should be cautioned to bunt; not make a half swing. The drill should not be allowed to degenerate into horseplay. Pepper does this easily.

In the game of call 'em or lookover, the

ATHLETE and scholar, Lowell Otte was rated All-Western end at the University of Iowa in 1923 and 1924, and at the same time was performing well enough in the classroom to merit election to Phi Beta Kappa. For the past six years, he has been coaching at Tarkio College. Previous to that time he coached at the State Teachers College at Montclair, New Jersey. The methods he describes in this article of improving the batting of a baseball player who is not a natural hitter are the result of his own experience.

batter stands in the box with the bat held in approved bunting manner. The other participants are pitcher, catcher, umpire and scorer. Each batter gets ten (or other set number) of balls. If he considers the pitch a strike, he holds the bat over the



ball as it passes him. If he thinks it a ball, he drops the heavy end of the bat on the plate. The umpire calls each pitch. The scorer credits the batter with a hit or an out and keeps score on all participants.

This game helps pitchers toward control, while the batter learns the patience to wait for walks. As it easily turns into an argument if the umpire is poor, the coach should do the umpiring. Each hitter should follow the ball with his eyes until it disappears into the catcher's mitt.

for MARCH, 1936

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A straight drill under intensive coaching upon the art of the bunt is another method of improving poor batters. This should include one effort each time a boy is at bat to run out a fielded bunt.

Call-field is a drill for place hitting. In this drill, each boy during batting practice announces to the coach, privately, be-

fore he advances to the plate, to which field he intends to hit. His success will tell the coach much about his educability in the fine art of place hitting. My personal method of "wrong-field" hitting holds its secret in feet placing. This is illustrated in the accompanying diagrams. Hits are hits, even off the handle. If a

boy stands up at the plate incorrectly and hits awkwardly, but keeps dropping base hits just out of reach of the shortstop, he will demoralize the stoutest opposition. So my parting word is this: Forget your good player. He needs little coaching. Concentrate on the unlikely boy. He will pay dividends.

Pointing for Olympic Basketball

By Clarence A. Bush
Publicity Director, American Olympic Committee

AMATEUR officiating and international interpretation of the rules loom as two big problems for the basketball championship tournament at the XIth Olympiad in Berlin, August 8 to 14.

On the subject of officiating, other countries may or may not have so much difficulty as the United States. We have very few experienced amateur officials. All of our leading basketball referees and umpires are professionals. A recent gathering of basketball coaches was unable to suggest a possible representative for the United States on the officiating staff at Berlin.

Perhaps some capable amateur officials may be developed in our elimination tournaments. According to Olympic rules, amateurs must handle the elimination games in which the National Collegiate Athletic Association selects five, the Amateur Athletic Union two and the Young Men's Christian Association one team for the final Olympic tryouts. These final tryouts are to be held in Madison Square Garden, New York, April 3, 4 and 5, or 6. Perhaps our best recruit officials will gain enough experience in the preliminaries and finals to develop at least one man who can be accredited to the International Basketball Federation.

Rules Interpretation

FOR interpreting rules, it would seem logical to follow those of the United States, in which the game originated, just as we follow Canada in all revisions of hockey rules. This of course may work hardships on other countries, which may have fallen behind our changes, or made some of their own. Teams from these countries will be hard pressed to beat the Americans, even if they do not have to remake their play on short notice to conform to the rules of the mother country of basketball. While believing our rules to be the best, we might hesitate from the standpoint of sportsmanship to place upon other nationals the handicap of playing under unfamiliar rules.

The three-second and ten-second rules are likely to be the chief points of difference. These rules were adopted in the

THAT basketball is to be a part of the Olympic program this year for the first time may account for the keen interest being shown in the elimination tournaments from which will be selected teams for the final Olympic tryouts in New York City, April 3, 4 and 5, or 6. In this article, Clarence A. Bush, for many years a prominent sports reporter, explains the details of selecting the team that will represent the United States at the XIth Olympiad in Berlin.

United States to prevent stalling, a stratagem which apparently has not been sufficiently abused in other countries to call for legislation.

These points, of course, are matters for the International Basketball Federation to work out, but it is just as well to know that some adaptation must be prepared for.

Elimination Tournaments

IN our own eliminations there is a great deal of speculation as to whether it will be college, A.A.U. or Y.M.C.A. teams which will win first and second places, and selection, in the Madison Square finals. Some college coaches do not believe a college team has a chance, because of the ripened experience and long-standing coordination of many of the A.A.U. teams, for example.

On the other hand, the college players are likely to be in better condition physically, and may show better team spirit. In one of the recent A.A.U. annual tournaments the University of Wyoming won second place, and it did not have an exceptionally successful team in college competition. So there are two sides to the argument, which will not be settled until the final tryouts. This controversy should add a lot of interest to the Olympic campaign. At any rate the colleges are not intimidated.

The district and inter-district tournaments, according to reports received by A. A. Schabinger, Director of College Tournaments, will see the finest college teams in action, and in large numbers. There will be ten district tournaments,

and five inter-district, the latter selecting one team each to send to the final tryouts.

As basketball is a team game, it was decided from the first to select teams. This, unfortunately, practically eliminates individual stars playing on otherwise weak teams. The only chance for a star like Bill Haarlow of the University of Chicago, it seems, is for him to join an A.A.U. or Y.M.C.A. lineup, after the college season closes, in time to enter these non-college tournaments. Such a player, though brilliant, may have some difficulty working into other combinations.

Raising Funds

IN all of the elimination tournaments, efforts are being made to raise funds, not only to pay the expenses of these tournaments but to swell the American Olympic Fund. It will be the aim of the eliminations and the finals to provide enough money to pay the expenses of fourteen players, Director Forrest C. Allen, a head coach, an assistant coach, a manager and trainers.

Prospects are that all these basketball games will raise a great deal more money than is needed for the above expenses. The three nights at Madison Square Garden, where crowds of 18,000 have been turning out regularly for basketball games, assure the raising of a large sum, much of which will be devoted to helping finance some of the minor sports on the Olympic program which do not enjoy large gate receipts.

N.C.A.A. Elimination Tournaments

FOR the N. C. A. A. eliminations, the country has been divided into the following districts:

No. 1—Chairman, H. H. Salmon, Jr., 40 Wall Street, New York, New York; Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York.

No. 2—Chairman, H. Jamison Swarts, University of Pennsylvania, Philadelphia, Pennsylvania; Pennsylvania, Delaware, New Jersey, Maryland, Virginia, West Virginia, District of Columbia.

No. 3—Chairman, A. F. Rupp, Uni-

versity of Kentucky, Lexington, Kentucky; Tennessee, North Carolina, South Carolina, Mississippi, Alabama, Georgia, Florida.

No. 4—Chairman, Dr. Gaylord Johnson, Rice Institute, Houston, Texas; Texas, Arkansas, Louisiana.

No. 5—Chairman, William Fox, Jr., *Indianapolis News*, Indianapolis, Indiana; Ohio, Michigan, Illinois, Indiana.

No. 6—Chairman, F. G. McCormick, University of Minnesota, Minneapolis, Minnesota; Wisconsin, Minnesota, Iowa, North Dakota, South Dakota.

No. 7—Chairman, Dr. J. A. Reilley, Kansas City Athletic Club, Kansas City, Missouri; Nebraska, Kansas, Oklahoma, Missouri.

No. 8—Chairman, C. L. Parson, *Denver Post*, Denver, Colorado; Wyoming, Utah, Colorado, New Mexico.

No. 9—Chairman, J. F. Bohler, Washington State College, Pullman, Washington; Montana, Idaho, Oregon, Washington.

No. 10—Chairman, W. O. Hunter, University of Southern California, Los Angeles, California; California, Nevada, Arizona.

The N.C.A.A. tournament dates are March 8 to 28, inclusive. Upon completion of the district tournaments, five inter-district tournaments will be held, entered by the first teams of each district. The winners of the inter-district tournaments will represent the colleges in the final tournament at Madison Square Garden.

Eligibility

IN general, the regulations of a conference which is allied with the N.C.A.A. shall determine eligibility of an undergraduate in an institution of that conference. For candidates who are undergraduate students in an institution which is not a member of a conference allied with the N.C.A.A., the regulations approved by the N.C.A.A., reading as follows, shall apply.

1. To be eligible for competition every man entered must be a bona fide student working for a degree.

2. No man may compete who has represented his college in intercollegiate meets for more than three years aggregate.

3. Each competitor must have been a calendar year in residence at the institution he represents; must be an undergraduate; must be an amateur; and must be scholastically eligible for athletic competition according to the standards required by his institution and his conference.

Foreign Competitors

ACCORDING to the latest advices, about two dozen nations will be represented at Berlin. Japan's interest was reflected in a letter, recently received by Director Allen, from Sahaku Ri, member of the Japanese Amateur Athletic



Babe Ruth's shoulder muscles are just as powerful as ever, his eye is just as keen. But his "underpinning" has betrayed him. He is ANCHORED. For a batter HAS to circle the bases. A fielder HAS to cover ALL of his territory.

No coach would ever think of ship's anchors for his men . . . and certainly a college team isn't worried by "age." But you can slow up players with footwear; with footwear that is stiff and uncomfortable, that puts extra ounces on the feet. Worse yet, footwear that isn't strong and sturdy, that will give under a sudden strain, can put a man on the injured list for the rest of a season.

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KANGAROO TANNED IN AMERICA



A. A. Schabinger, Director of Tournaments for the National Collegiate Athletic Association, who will supervise the selection of five college teams for the final Olympic tryouts.

Association in charge of basketball. The letter follows:

"It is indeed gratifying to know that we will be able to see an American team in action, and especially for us who are con-

nected with basketball; we are looking forward to the day when we can see the great American basketball team.

"We are taking every step, and preparations are being made to send the team to Germany. Our basketball team will be chosen by the end of January, and it is our hope to send the strongest team possible."

Dr. Allen met Sahaku Ri at the Los Angeles Olympics, and both worked hard to have basketball recognized as a contest sport in the Olympic games.

In addition to Japan and the United States, the nations entered thus far include the following: Argentina, Austria, Belgium, Brazil, Bulgaria, Czecho-Slovakia, China, Cuba, Esthonia, France, Greece, Hungary, Italy, Latvia, the Philippines, Poland, Portugal, Rumania, Spain and Switzerland.

Canada will also enter, according to J. H. Crocker of London, Ontario, Secretary of the Canadian Olympic Committee, and Dr. Allen expresses belief that Mexico will also compete.

There may be differences in the game attitudes of the players. The American team is likely to reflect our own aggressive, driving, headlong philosophy of attack, giving everything to the point of exhaustion, whereas other nations may give more thought to enjoying the contest. This difference is often seen in dressing



Dr. Forrest C. Allen, Director of Athletics and Coach of Basketball at the University of Kansas, who has been elected Director of the United States Olympic basketball team, which will be chosen soon.

room remarks after a game. An American will ask, "Did you win, and what was the score?" An Englishman, for example, is more likely to ask, "Did you have a good time?"

The Ideal Team Physician and What He Must Know

*By Winthrop M. Phelps, M.D.
Yale University*

IT has been said recently that the day of the old trainer is past. This is certainly true, but it does not mean that the day of the trainer in general is past. It is very essential to have a good trainer connected with every football team, but the line must be drawn between medical treatment and training, the difference being (1) the care of the boy and the conditioning of the boy, and (2) the care of the sick boy who is no longer in condition to play football.

Just why the old time trainer has begun to pass is very interesting. It is probably the result of the fact that this age is an age of speed. The old question about the irresistible force meeting the immovable body is still unanswered, but there is a great deal more known about it, and a class of doctors has grown up whose chief practice is composed of the treatment of injuries, especially automobile injuries, and things of that sort. As a result of this, there has been a very wide study of

QUALIFICATIONS of the ideal football doctor are given here by Dr. Winthrop M. Phelps of Yale University. Dr. Phelps presented this material before the Fifteenth Annual Meeting of the American Football Coaches Association, held in New York City, December 28, 1935. In this address, he also discusses some of the types of injuries which the team physician, trainer and coach should look for on the football field.

injuries, the curing of injuries, the speed of recovery and so forth, just as there has been a very wide study of the things that happen to an automobile. The examination of automobiles on the proving grounds has shown the weak spots in them, and, in the same way, the study of all of the various injured people has shown a great deal more about injuries than was ever known before.

Doctors at the present time are much

better acquainted with injuries than ever before. Previously, injuries used to be taken care of entirely by the internes in the various large hospitals that had accident services, and they performed this duty in a somewhat haphazard manner. When they finished their internship, they went out into practice and began by giving pills or specializing in one field or another, and probably never saw injuries again.

Now, there are many men who give their entire time to the treatment of injuries. Much has been learned about injuries both experimentally and as a result of the injuries themselves.

The doctor who has had special training in injuries would be the type for a football team. However, there are certain other qualifications which he should have in order to be ideal. In the first place, it would be necessary for him to know the boys individually, in order to spot the various types. Some boys, as you all

know, tend to exaggerate their injuries; others tend to minimize them. The results are that the same degree of complaint about an injury would not mean the same degree of injury by any manner of means. If a doctor simply came in, not knowing one boy from the other, he would be unable to evaluate the importance of the symptoms.

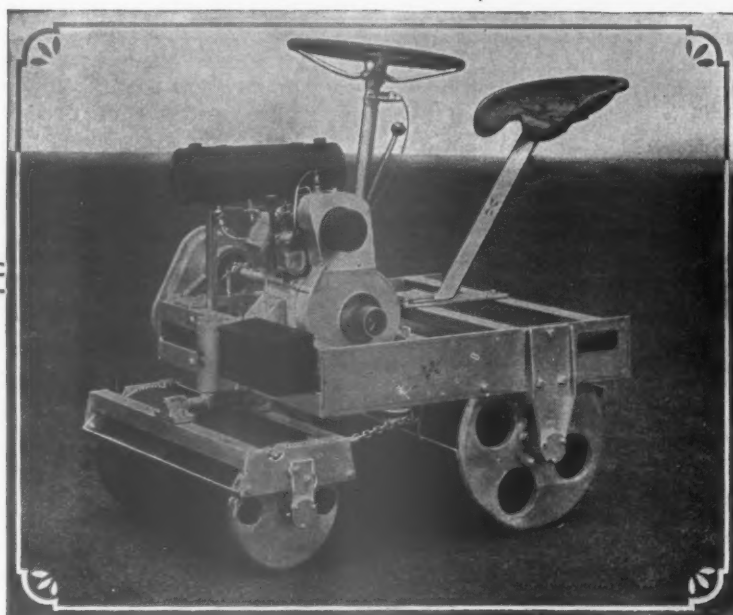
In the second place, he should have a knowledge of the game; and, preferably, if you want the ideal football doctor, he should have been an athlete in his college days. He should, therefore, be able to recognize the characteristic football injuries from other injuries.

Football used to be considered a very serious game, but, because of the modifications that have been made by you men in the last few years, a good many of the serious injuries have been eliminated. Football is still a hard contact sport. The seriousness of the injuries, however, are very, very slight as compared to the seriousness of automobile injuries. In the old days, probably football injuries were as serious as any injuries usually seen. Now they rank, no matter how serious they are, as very minor injuries compared to automobile injuries. In other words, they have changed from what we used to consider serious injuries to what, by comparison, are now very minor injuries. That may be one of the reasons why football appears to be a much safer game than it used to be.

In addition to this, it is important that the football doctor be familiar with all the remedial measures, especially physical therapy, which have been developed very much in the last few years and which hasten the healing of injuries.

In general, there are two types of injuries. If you make a comparison with the motor car, you find that, in the car on the proving grounds, the engineers find defects in the chassis and body of the car, and then they find defects in the motor. Now, in the human being, in general, and the football player in particular, you find the same thing—the skeleton and the ligaments are the chassis; the muscles, tendons and nerves are the motive power. The injuries to the chassis, if I may use the term, are very much in the majority; the injuries to the muscles, tendons and nerves are very infrequent, with one exception, and that, of course, is the Charley horse, among the more serious injuries, and the muscle cramp, among the less serious ones. Outside of those, most of the injuries are to the bones or the ligaments, and the structures associated with them.

The term "a pulled tendon" means very little; it is usually a pulled ligament, and has very little significance. It used to be a generalized term applied to anything around a joint. An actual pulled tendon is a very rare occurrence. Torn ligaments are much more common. The pulled tendon is part of the motive power. The



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ligament is part of the chassis. Those are some of the things which you can bear in mind with regard to the types of injury.

The question is often asked, What is the most common football injury? I don't believe I can answer that question unless you wish to state how severe an injury you mean. Certainly, the commonest football injury is a bruise, but that isn't what people usually mean by an injury. I suppose the commonest football injury is the torn ligament, either around the knee, or the cuneonavicular joint, or the shoulder or the ankle. The ordinary sprained ankle, of course, is nothing but a torn ligament. The usual knee injury is a torn ligament. These "slipping joints" that you hear about are torn ligaments. So, probably the most common football injury is the torn ligament.

In connection with the knee, the term "water on the knee" is used a lot. Again, that doesn't mean anything at all. If a knee is injured, fluid will develop in the knee; but the presence of the fluid gives you no clue at all as to either the severity or the nature of the injury. So, if one of the boys on your squad develops "water on the knee," this term has no meaning with regard to whether he can play the next Saturday or not, or for two or three

more seasons. It is impossible to tell until an accurate diagnosis can be made. In many cases, there is an advantage in additional fluid on the knee. The reason for this is that, in many cases, this fluid is the synovial fluid or lubricating fluid of the joint. It is there to protect a slightly injured surface. To try to get this fluid out quickly is a great mistake. In other cases, this fluid may be blood from a torn vessel. In any case, it must be determined just what this fluid is.

There are a few injuries such as loose cartilages which slip in and out. Those cartilages we consider to be comparatively harmless, if they are already loose. In other words, they are going to slip out whether the boy plays football or not; they will slip out just as often while the boy is dancing or walking along the street. They frequently slip out when the boy is relaxed. So a boy with a chronic slipping cartilage does very little harm, if any, by continuing to play football. However, the removal of the cartilage surgically is a very simple matter, and is entirely successful in the hands of people who do it a good deal. The results are such that the boy may go back into football without any brace or any other form of support and play better than he did before.

The same thing may be said about the shoulders which continue to dislocate all the time. The operation on the shoulder joint which is most widely used now is known as Nélaton's operation, and is very successful. Many boys who have had that operation have played two or three seasons of football with never any further trouble.

In other words, there are certain very definitely correctible injuries. We have found that if these injuries are taken care of surgically, even as late as the first of June, the boys may be ready by special physical therapy and training all summer to go through a hard football season the next fall. Of course, it is not advisable to treat these injuries as late as the first of June if they can be done earlier.

Then, there are what we like to call football accidents. These are injuries which are not characteristic of the game, but which may happen to anybody at any time, and just as likely to happen in football. The highly trained doctor, in connection with football, and the highly trained trainer can spot very frequently the football injuries. They realize what those injuries are when they see them and can pretty nearly decide, from the way

(Continued on page 40)

Football and the Development of a Wholesome Personality

Part II

By Frank Wilton
Miami University

THAT normal reactions to feeling are essential for mental health seems evident. Man reacts to human impulses. These impulses to activity, fear, rage, love and all social responses are motive forces of behavior.

For mental health these normal reactions to feeling should not be repressed, but controlled and properly directed. The game of football presents situations in which all of these impulses are aroused and must be controlled and directed.

Normal Reactions to Feeling

FOR the normal mind, emotional outlet must be possible. One purpose of education is control of emotional responses which leads to self-control of behavior. Supplying emotional outlets through an activity may result in learned responses, which are subject to modification and which may become habitual.²⁰

The educated person does not act as he feels, nor does he think in a natural manner because of the repressions of custom and tradition. However, for mental health, thinking should be unchecked, natural and straightforward; feeling should be expressed in natural reactions.

THE first part of this article was published last month. Part III, the concluding installment, will appear in the next issue. Frank Wilton, the author, played left halfback for three years on the Stanford University team under Glenn S. Warner.

Hence, to avoid conflict, and in the interest of mental hygiene, there is a need for self-control of responses through supplying emotional outlets which will condition the normal mind and yet be in accord with society.²¹

Play and athletics offer opportunities for normal reactions, for the expression of the natural instinctive tendencies and for emotional outlets. Football is a highly complex play activity. It offers an outlet to emotions; not repression of emotions. These emotional responses are controlled to the degree the activity is controlled and guided by adult leadership. The player is encouraged to be aggressive, to give response to his fighting instinct; but proper coaching and rules of play require that he govern this instinct accord-

ing to standards of fair play, sportsmanship and ethics. It follows that he forms such habits of response. He is thereby supplying one of the conditions of a normal mind and at the same time conforming to group customs.

The player has an outlet for aggressive tendencies in the form of competition.²² He may be learning to assert himself, but, what is more important, he may be learning to serve others and to co-operate with them.²³

Active Attitude in Face of Difficulties

ACCORDING to Burnham, "The sixth condition of mental health is an active attitude in the face of difficulties."²⁴

Here football has a very important training opportunity. The player meets with worry, fear, anger. He warms up in

²⁰ *Habits—Their Making and Unmaking*, Dunlap Knight, 1932 (p. 9). Liveright Publishing Corporation.

²¹ *The Normal Mind*, William H. Burnham, 1926 (p. 661). D. Appleton-Century Company.

²² "Competition," *The Athletic Journal*, May, 1925.

²³ *The Normal Mind* (p. 662). *Problems in Psychology, Adjustment and Mastery*, Robert S. Woodworth, 1933 (pp. 130-137). Williams and Wilkin Company.

²⁴ *The Normal Mind* (p. 662).

preparation for entering the game; he is going into a contest; he is about to face danger. His whole organism becomes adjusted for action. The athlete learns to meet these situations of the game, although he may want to flee at first.

The few minutes before the kick-off are exciting to the spectator, but to the athlete on the field those minutes involve the conditioning of himself in the attempt to meet a difficult situation. The whistle blows, the ball leaves the ground for the kick-off, and the player has again successfully faced a trying situation. The same empty feeling in the pit of the stomach precedes every game, but the player forms a habit of disregarding it. This is of utmost importance for mental health. This is the active attitude in facing difficulties.

Baldwin defines attitude as a readiness for attention, or actions, of a definite sort.²⁵ Football is a game demanding this active attitude, and, as responses are subject to habit formation, this tendency to face difficulties may be developed through participation in the game.

Self-Control

INTELLIGENT self-direction is one of the most important aims of education. This means that the educated individual must acquire *self-control*. The activities of football afford ample opportunity for training in this ability.

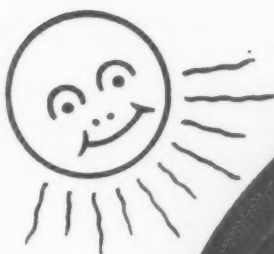
The coach should control his squad, not by a strong arm and a lot of rough talk, but by developing a new and healthful interest, activity, to take the place of the unwholesome interest. He does not want obedience, i. e., the obedience which means "You must do because I say so." He should desire that the players out of interest, loyalty, love of the game, control themselves in accord with the educational interests of the individuals and the institution. This is possible through the activity if "every interest is potentially a means of self-control."²⁶

Mental health and character are dependent on self-control. In one sense, self-control means co-ordination, wholeheartedness, unity, and is almost synonymous with integration of the personality. Education and experience of a lifetime lead to its fullest development. The individual must control his emotions by forming emotional outlets leading to wholesome habitual responses; and for mental health he must form habits of concentration of attention, orderly association and healthful interests.

Football offers opportunity of control

²⁵ *Dictionary of Philosophy and Psychology*, Baldwin, Vol. 1, 1901: "Mentally, attitude is a state of attention primarily, and secondarily an expression of habitual tendencies and interests. Physically, it is primarily a state of partial stimulation to action of a definite kind, and secondarily an expression of habit." Quoted by permission of the Macmillan Company.

²⁶ *The Normal Mind* (p. 663). *Keeping a Sound Mind*, John J. B. Morgan, 1934 (p. 93). Quoted by permission of the Macmillan Company.



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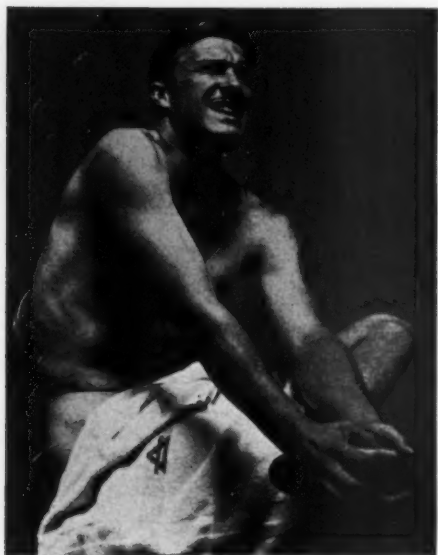
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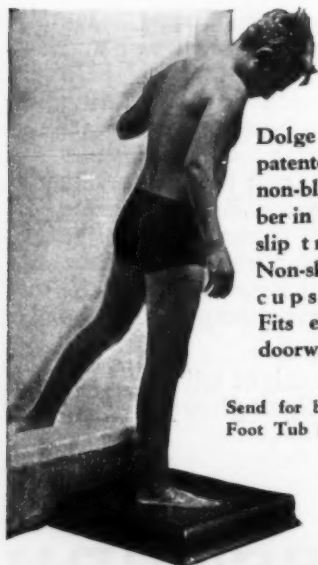
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through the player's interest in the activity toward habits of self-control.

Confidence

AS is well known, "The long tale of a failure, discouragement, and the sense of inferiority among pupils in the schools merely makes emphatic the need of the positive attitude of confidence which comes only with success."²⁷

The confidence that results from football participation with any ordinary degree of success is an essential condition for mental health. Confidence is necessary for successes in any activity. In football, great advances in playing ability generally come with the acquisition of confidence. The coach, in training his squad, should have in mind that in all learning processes this attitude of confidence is essential.

The needs of the substitute on the team, the player who has little chance of achieving success, are kept in mind by the real teacher-coach. This boy may develop into a fine player if given confidence and may secure the forthcoming mental health.

There are players on every squad who can never achieve the fullest success of the regular team players. Proper leadership may result in many of these lads developing confidence because of degrees of success in minor elements of the game, successful feats of passing, punting or tackling. The fact that only a few athletes can be successful football players and hence develop confidence through participation is one very sound reason for not encouraging all boys to try to play football. The coach should encourage a candidate whose qualifications for the game are not sufficient to achieve a measure of success to enter some other sport.

Normal Social Behavior

SOUND mental hygiene requires normal social behavior. This means active co-operation with the group through acting upon healthful attitudes and rejecting the unhealthy ones.

"To act with others as follower or leader, to serve, to co-operate, on occasion to resent, or to fight, represent healthful attitudes and healthful forms of activity; to deceive, to act cruelly, to be suspicious, to hold a grudge, represent unhealthy as well as unsocial mental attitudes."²⁸

Football is a team game dependent for its success on co-operation of its members. Dissension and lack of co-operation are factors in losing games. While it is unfair to criticize a coach solely on the basis of a losing team, games may be lost unnecessarily. Dissension is an unhealthy condition easily recognized and can be corrected by proper leadership.

Friendliness, for example, is a normal social form of behavior. One might expect to find fellowship leading to general friendliness on a football squad. Such a

condition is found only under careful leadership which makes friendliness an objective of the activity. It may happen that the substitute sitting on the bench, who should have a friendly feeling for the athlete on the field, is hoping that the regular player will be hit so hard on the next play that he, the substitute, may get into the game. This is an unhealthy condition, and it requires careful and thoughtful coaching to control politics and unhealthy attitudes which run counter to friendliness. The squad presents to the coach an opportunity for encouraging normal social behavior. In fact, it is through control of these unhealthy attitudes that normal social behavior becomes a result of qualified coaching. Thus, the activity may contribute to the mental health of the players.

As previously stated, adjustment is a common aim of education and mental hygiene. For mental health, however, adjustment of society to the individual is necessary, as well as adjustment of the individual to society.

"In the long run, the mental health of an individual depends largely on obtaining the proper balance between one's strength and the demands of one's environment."²⁹ It follows that, if not too great stress is encountered, a condition of mental health is possible that would fall into the unsound or defective class under too strenuous an environment.

There seems to be a limit of strain beyond which any normal mind will break down. This makes it advisable for the individual to try to maintain a balance between mental endurance and environment. Individuals have varying capacities for adjustment to environment.

The athlete learns in football to adjust to the environment. He finds out that the easy way is not always the best, and that the hard way is often the only way to achieve success.³⁰ He learns that by an aggressive adjustment he may partially control his environment. He must adjust himself quickly and without undue annoyance to new plans. No matter how carefully the offense or defense may have been planned, a change in weather, a fumbled ball or a blocked kick may make useless the further following of previously formulated plans. This attitude of easy reconciliation to change is one necessary condition for mental health.

Many educators claim adjustment the greatest aim of education. If one con-

²⁷ *The Normal Mind* (p. 664). *The Coaches' Problems of Leadership in the Formation of Mental Health Habits*, an address before the American Student Health Association, December 27, 1934, by Dr. Thomas A. Storey: "There is the boy who does his very best and fails to make the team. He is left on the bench. He is frustrated, disappointed, distressed, and harassed by a feeling that he is inferior; or he may think that he has been treated unfairly."

²⁸ *The Normal Mind* (p. 664). *Problems in Psychology, Adjustment and Mastery* (pp. 136-137).

²⁹ *The Normal Mind* (p. 665).

³⁰ *Proceedings of the National Collegiate Athletic Association, 1934* (pp. 86-89).

siders education as preparation for life, adjustment is more emphatically the goal of education. The point is, however, that it be right adjustment in contrast with maladjustment.³¹

Professor Jesse Feiring Williams says, "The contribution of physical education to the habits and practices of actual living is to be found chiefly in the sports of the schools and colleges."³² The football player must make adjustment as a member of a group in practice and in games. He may make adjustment in self-control of his emotions by taking part in an activity wherein it is possible to give vent to emotional responses. Some of his adjustment may not be in accord with accepted standards, but would be maladjustment. This, however, is a matter of leadership on the part of the coach.

"Many unsocial attitudes, e. g., selfishness, antagonism, are really defenses against something within which the individual has found intolerable—has been unable to master."³³ The proper attitude of the football player is not that of finding "something within" he will admit he cannot master. The healthy attitude that can be developed is that of mastering environment as far as possible and, for the rest, adjustment to it.³⁴

Fearlessness is a criterion of a normal personality; not courage alone, but the control of deep reactions which distinguishes one who is master of himself. A football player experiences fear before a game. He learns to control that emotion, and, when successful, he has made adjustment to environment. Control in this sense is mastery.

Adjustment

ADJUSTMENT, the product of development, is possible through football. By participation in the activity one may realize the desire for leadership. The timid player may acquire confidence, and the overly aggressive athlete may be coached in such a manner as to work off bullying tendencies constructively. The coach may encourage control of emotions by control of the individual's responses to emotions, not by repressions.

The player receives satisfaction in achievement which makes for good mental health—confidence in ability. The incidents arising in the game serve as powerful stimuli for emotional responses. These responses may be controlled. As controlled responses, or behavior, they may become habitual.

Let us recall that development and *adjustment* are the process and product of activity and that football is a specialized

³¹ *The Wholesome Personality*, William H. Burnham, 1932 (pp. 435-436). Quoted by permission of D. Appleton-Century Company.

³² *Athletics in Education*, Williams and Hughes, 1930 (p. 60). Quoted by permission of W. B. Saunders Company.

³³ *Our Neurotic Age*, Samuel D. Schmalhausen, 1932 (p. 78). Quoted by permission of Farrar & Rinehart.

³⁴ *Problems in Psychology, Adjustment and Mastery* (pp. 9-15).

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big-muscle activity. Then football may be an activity tending toward the integration of the individual participant. Furthermore, football may be a factor in producing a wholesome personality. This means that training and participation in football can contribute toward mental health.

Normal Sense of Dependence

A NORMAL sense of dependence is a condition of mental health. The dependence of the child on its parent is normal. It appears that this *normal sense of dependence* is relative to the stage of the individual's development. Later in life this dependence turns to something higher, a supreme being, or laws of nature.

A football squad is composed of athletes of varying degrees of dependence. Some are wealthy. Others have wealthy parents and are pampered. Many are wholly or partially self-supporting. Some have known little dependence and know no other authority than themselves. Many have a high sense of duty and honor. A few have little conscience or sense of moral responsibility.

There is no place on the football team for the pampered boy. Unfortunately for the boy's mental health, this individual will drop out of football rather than stand the training which to him is hardship, but which would lead to a more nearly normal sense of dependence if he continued as a candidate for the team.

The wealthy player can buy a position on very few teams. As a rule he must win out by his own efforts and by hard work. For the one wealthy athlete who achieves football success, there are many who seek the easy way and, after a few nights, fail to report for practice.

The coach's greatest opportunity is in

dealing with the athlete who knows little dependence. He is the "hard fellow," the boy who has been "on his own." He may have intelligence above that of the lad who has had many more advantages. Generally, this athlete will not quit football, and herein lies the coach's power of influence. To force or fight this player would be what the latter wants. He probably grew up fighting, trying to master environment without adjustment to it.

This athlete has strong emotions and the courage to let his emotional responses out regardless of custom or convention. Society, he thinks, must conform to him. However, this player loves football; football may do much for him. This athlete will do almost anything to be allowed to play the game.

The coach should use this great interest to teach the player self-control. He may become an individual who recognizes authority, a rugged individualist, perhaps, a "two-fisted" fighter, but one who has learned good behavior patterns. Football serves this athlete by encouraging a normal sense of dependence and a condition of healthful mental activity. The player is changed in so far as he develops changed responses.³⁵

Practice of Facing Reality

THE twelfth and a very important condition for mental health is the *practice of facing reality*. It is a factor of great value in integrating the personality. It is one of the most difficult of all attainments. Education is concerned with its development. This attitude of facing reality should be the *scientific attitude*.

In the highest development of the normal mind we find a willingness to face reality. Here is found a desire to learn,

to know the facts and to act accordingly. This is the scientific attitude. In the college student this should be practiced daily. Later it develops into a habit of correcting one's thinking by weighing the facts with reference to proved authority and the application of one's experience.

The teacher-coach is concerned with this willingness to learn. He should be quick to accept new ideas that apply to his coaching. He should make a great effort to apply the scientific attitude to the evaluation of his football objectives. He might question the importance of football in relation to the other activities in the college educational program—remembering to keep his own feelings out of the picture and not to depend too much on his own experiences.

"The scientific attitude means the control and correction of emotional reactions and the vital insight that, after all, our feelings have nothing to do with the facts, except in so far as they themselves are significant mental facts."³⁶

The coach who follows the above procedure in his own thinking will be influential in developing in his players the ability to face reality. Aside from its educational value, such leadership should make for successful teams. The player who learns to face reality will forget his own feelings in his effort to achieve. The pain from the bumps of the game, the desire to avoid difficulties that are inherent in football will not greatly influence the athlete who has learned to face reality.

(To be concluded)

³⁵ AUTHOR'S NOTE—Coaches have any number of experiences in handling problems that come up in the course of a season. Many times the manner in which these problems are dealt with is the difference between the formation of good or bad behavior patterns in the players.

³⁶ *The Normal Mind* (p. 669)

Combination Blocks

By Lieutenant G. H. Davidson
United States Military Academy

I HAVE been asked to talk on the subject "Combination Blocks." What little football experience I have had has been gained at the Military Academy, so I don't believe I am qualified to give a very comprehensive talk on the subject. I will confine myself to what combination blocks we have used at West Point, and explain the principle that we follow.

In the first place, I believe that the basic formations you employ will, to a large extent, determine what combination blocks you do use or can use. In our own case, we attack principally from the single wing-back formation. Our backs are in staggered formation. Our initial set-up gives us little opportunity to do very much combined blocking as far as the backs are concerned; so the limit of our combined blocks are those we employ on an opposing tackle and wing-back on our

THIS explanation of the combination blocks used by the football team at the United States Military Academy was originally given by Lieutenant G. H. Davidson, Head Football Coach, before the Fifteenth Annual Meeting of the American Football Coaches Association in New York City, December 28, 1935. Under Lieutenant "Gar" Davidson, the Army team has maintained the same high standard of football for which it has long been noted. Abstracts of other speeches made at this meeting will appear in subsequent issues of this publication.

power plays, and the blocking on an opposing end on our short side reverse plays inside the end. I will attempt to explain the principle we follow in teaching those blocks to our players.

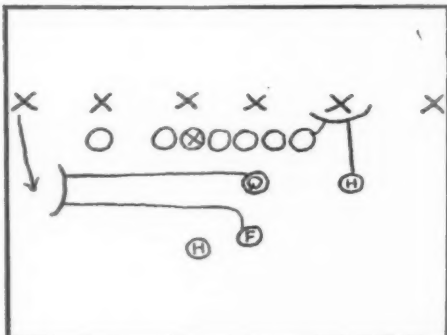
Our formation is that shown in the dia-

gram. On our off-tackle play, as do most other teams, we use the wing-back and the end on the opposing tackle, as illustrated in the diagram.

Our ends and wing-backs are coached in playing against two general types of tackle play, the smashing type and the floating type. If they are playing against the smashing type of tackle, the end is charged with the responsibility of taking the shock of the tackle and stopping his forward progress. If he has done that, we feel he has done a good job. He sets the tackle up for the back, and the back is charged with moving the tackle. If the tackle is driving in at a sharp angle, the wing-back knows where he is going, and it gives him an opportunity to move to the flank, generally through the means of just taking a step with his outside foot, so that he can get position on the tackle

and charge into him to drive him along the line of scrimmage.

If we are playing against a floating style of tackle play, both end and wing-back are coached to go out and gain contact with the tackle as quickly as possible. The responsibility of the end in that case is exactly the same as if he were playing against a smashing type of tackle play. His job is to deny the tackle the ground he is standing on. In other words, he gains contact with the tackle and tries to stop his forward progress. The wing-back is still charged with turning the tackle to the inside, and he accomplishes his mis-



This diagram illustrates two combination blocks used by the United States Military Academy. In the first, the right end and wing-back are shown blocking the opposing left tackle. If possible, the tackle is moved laterally. If the tackle smashes, the end must take the shock. In the second combination block illustrated, the fullback and quarterback team on the weak-side end.

sion by lengthening the steps he takes, converting his block into a turning block, and trying to rotate the tackle and drive him along the line of scrimmage.

As far as the strong side of our line is concerned, that is the only combination block we use. In our off-tackle play, we use only one man on the end, depending on the fullback to handle him. We do not require the fullback to block the end out or knock him down. The body of the fullback should be between the end and the path of the ball-carrier, and, while the fullback doesn't knock the end down, he should be able to make an effective block. We try to develop our tackle play with that in view.

The only other combination block we use is in our inside reverse to the weak side. In that play, we team our fullback and our quarterback on the defensive end, as shown in the diagram. The fullback, having the farthest distance to go, is the man who determines the timing of the play. As soon as the ball is passed, we have him charge to the weak side just as fast as he possibly can, blocking the end with a hard shoulder block. The quarterback, having the shortest distance to go, is charged with the entire timing on the play. We do not feel these men have done a good job until they have driven the end back and opened up the alley.

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The Ideal Team Physician

(Continued from page 34)

the play occurred, just what has happened. But when they are in doubt as to what the injury is, it is likely that it is not the ordinary football injury but a football accident. In those cases, when they do not know how severe the injury may be, because it isn't the usual occurrence, it is especially wise to take the boy off the field on a stretcher. The use of the stretcher is very valuable, of course, because it prevents the possibility of any further damage. It may make the difference between the boy being able to get back into play during the current season or not, because a person who is unconscious or in pain does not have good control, and he may, by turning or being jolted in being carried off the field, become twice as severely injured as he originally was.

In general, if these various points are observed I believe that good football doctors can be developed. I believe that,

while the day of the trainer who is also the doctor has passed, if just any doctor who is not interested in football, who has had no experience with football, is put in charge of a team, very soon there will be a return to the old type of trainer. A doctor must have the proper qualifications. All doctors are interested more in one thing than another, and they must be qualified and interested in football.

One of the things which I think is important is that the doctor be ready and willing to call on specialists in injuries from which the patient may be suffering rather than try to carry the whole load on his own shoulders. For instance, the case of a contusion of the kidney is a rather rare thing, and that sort of case should have the benefit of care and treatment by the urologist; it should not be the general man who tries to handle that type of thing.

The Man Behind the Bat

(Continued from page 6)

catcher gets under a fly ball or sees that he can catch it, he should shout loudly, "I have it." This will prevent two players from running together, or both stopping and letting the ball fall to the ground.

The catcher should field balls hit into the diamond if they are close in front of the plate, but those hit out as far as the pitcher's box should be fielded by the third or first baseman, as it will be easier for them to handle the ball because they are running into it. The catcher should not be expected to field a ball drifting away from him, when there are other fielders in better position to make the catch.

When any fly ball is hit in the infield, the catcher should call the name of the player who is to handle it, thereby warning the other infielders to stay away. In fact, a catcher must learn to call nearly all plays, as he is the one man who faces all plays and who has complete vision of all players at all times. He is able to anticipate the plays more readily than any other fielder. If a ball is hit on the ground to the second baseman or first baseman, he should call to the pitcher to cover first base. This is something that every pitcher should do without being told, but many pitchers lose their ball games when they fail to cover first base at a critical time. Although this is a minor point, it is useful in close games and especially when the pitcher is inexperienced.

Fielding the Bunt

WHEN a bunt occurs, the catcher should throw off his mask and get to the ball as soon as possible. He should not follow directly in the path of the ball,

but should follow to the left of it so that when he fields it he is in position to throw to a base or player. In fielding the bunt, he should run until he is directly over the ball. He should never stop and reach for it, as this causes fumbles. When over the ball, he should place his whole hand over it and pick it up. Many catchers use the mitt in aiding them to field the ball.

During the whole process of following and fielding, the catcher should never take his eyes off the ball until he has it firmly in his hand. Then he may look for the possibility of a play, if he does not already have the situation definitely in mind.

Backing Up Plays

BESIDES the heavy responsibility of fielding at home plate and directing his team's defensive plays, a catcher must be able to back up first base. When there is no runner on first base and a ground ball is hit toward the shortstop or second baseman, the catcher must break for a position to back up the first baseman, so that if a bad throw gets away from this player the catcher will be in a position to retrieve the ball and hold the runner to first instead of letting him advance to second or even to third. The catcher also must back up first base when a runner is on first and a double play is started at second.

The only other time that it is necessary for a catcher to leave his position to protect another position is when a bunt is hit down the third base line with a runner on first base and the third baseman has to field the ball. In this case, the catcher should protect third base so that a fast man will not advance from first base to

third on a sacrifice play. A team seeing that third base is not being covered on a bunt will resort to the bunt and run play, in which the base runner at first base starts with the pitcher's delivery. When the hitter bunts the ball to the third baseman, the runner will make third base easily. To form a defense for this play, the catcher, when he sees that the third baseman will field the bunt, must continue to third base. The catcher at third base is a threat to the base runner, or there is a possibility of a play at third.

The third baseman, after fielding the ball and throwing to first base, should cover home plate in case of an error arising on the play. There will then be no chance for the runner to score.

Tagging the Runner

WHEN there is a play at the plate and the catcher must tag the base runner coming in, he should take a position on the base line toward third base with his right foot about eighteen inches from the plate. This foot should be placed so that the base runner cannot slide directly into the plate from the front. The left foot should be up the line and a little to the left. This position will force the runner to go around the catcher to get to the plate to score. The catcher should not take this position deliberately to block the runner unless he has or is receiving the ball. Some catchers make a practice of blocking the plate when there is but little chance of tagging the runner out. This is a poor policy and often results in severe injury to either the catcher or the base runner.

The catcher must brace himself against the runner who hits him at about the same time he receives the ball, or the runner who does not elect to slide but comes in with his shoulders to tip the catcher over. When the catcher has the ball ahead of the sliding runner, he must be ready to fall on top of the runner so that he will not have to take the full force of impact. If there is plenty of time, he can tag the runner and step aside so that there will be no collision.

In receiving the thrown ball the catcher must keep his eye on the ball at all times. He should get his bare hand over the ball, grip it tightly and then push the catching mitt against the runner with the ball held firmly in his right hand. Some catchers try to hold the ball between the mitt and the right hand without gripping it. This is a bad habit, as the force of the collision causes the two hands to be separated and the ball to drop. If the catcher has plenty of time, it is best to get the ball in his bare hand and place it against the runner.

After tagging the runner, the catcher must be alert to the possibility of another play to be made. Runners may take

extra bases while he is basking in the glory of his great play at the plate. If the runner is ahead of the throw, no play at the plate should be attempted, and the catcher must call for a "cut-off" man to handle the throw, so as to stop the advance of the other base runners. In case the throw is wide and there is a chance to get the runner coming home, the catcher must leave his position to catch the ball and then make a desperate dive to tag the runner before he scores.

Helpful Suggestions

THE above principles constitute some of the defensive fundamentals of the catching position and should be mastered by the young player who expects to be a good catcher. Good judgment can be attained only through experience, but the following tips may be of help to the inexperienced player.

1. Be sure to have good catching equipment.
2. Be able to judge the weak and strong points of opposing hitters. Most hitters have a weak spot.
3. Have a great deal of pep and direct all plays with enthusiasm. Do not use too much meaningless chatter. It soon gets old and is of no value.
4. Be able to instill confidence in your pitcher when he needs it most.
5. Know your pitcher and his best ball and use it in the "tight spots."
6. Watch for the opponents' signals for their offensive plays.
7. Put on plays. Have signs with infielders for plays and use them in "tight spots." Save your "pet" defensive plays for close games.
8. Never be afraid to throw to bases. Make the base runners respect your throwing. Remember that it is much harder to "pick-off" an unaggressive player than an aggressive one.
9. Do not call for pitch-outs unless there is a good opportunity for a play, as the needless calling for pitch-outs will get your pitcher "in the hole" on the hitter. This puts the opposing players in a good position to use their offensive plays.
10. Look out for the following plays: the plain steal, double steal, delayed steal, hit and run play, squeeze play, and bunt and run. Use the pitch-out against them.
11. Keep heavy hitters looking for the change of pace.
12. When "ahead of the hitter" call for a fast ball, and when "behind the hitter" call for a curve or change of pace. Develop your pitcher's confidence in situations of this kind.
13. Do not use a change of pace on late hitters or weak hitting pitchers, as this is one ball they will be ready for.
14. Do not underestimate weak hitters when the tying or winning run is in scoring position. Anyone who can swing a bat should be considered dangerous at this time.

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15. If you expect a bunt, have the pitcher throw the ball high and inside. All hitters have trouble bunting a ball in this position and it is very apt to result in a pop-up.

16. If your team has a good lead, do not be afraid to call for balls pitched to the hitter's strength. This is a good time to find out how strong the hitter really is. Save the hitter's weakness for the critical spots. Occasionally, call for a pitch to the hitter's strength in a "tight spot," as many a hitter who tries to figure how the pitcher will work on him is often surprised and takes his "pay-ball" for a called strike.

17. If in doubt about a hit and run play, have the pitcher keep the ball high and inside so that the batter will not easily be able to hit through the infield.

18. If the count is two balls and two strikes on the hitter with a runner on first base, have the pitcher be sure to get the next pitch over for a strike with "something on it." Stay away from the three balls and two strikes count, so that the base runners do not get their lead. Then you have the possibility of a double play if the hitter should hit to an infielder. With the base runners taking a long lead, you have very little chance for a double play.

This Officiating Business

(Continued from page 9)

cases, a few simple imitations may help to clarify the nature of the foul.

One of the severest criticisms that is made against officials is that of inconsistency—"One time he calls it. The next time he doesn't!" Inconsistency is an easy habit, if it may be called that, for an official to get into, especially in a rather one-sided game, but it should ever be guarded against. Consistency and fairness are two assets that we must have if we have nothing else.

Attitude

ANOTHER thing that I see lacking on the part of many officials is that ability, willingness, or whatever it takes, to smile once in a while. Most fouls are unintentional, and the player fouling should not be glared at and made to feel that he has committed an unpardonable sin. Many are the times when an understanding grin from the referee, a pat on the back, a remark, "A little too anxious, No. 6," accompanied by a sympathetic nod, go a long way toward creating a better feeling among the players and an atmosphere we all like. It is a tough row to hoe if the players get the idea that "The 'ref' has it in for us." A little psychology helps. Try it!

We are not contending that it is the duty of the referee to put on a show or to clown a game, but we maintain that he must be a human being in whom the players have confidence. The sooner we officials drop the attitude that our sole duty is to call fouls and "not let them get by with anything," the better game we are going to work. People don't buy their tickets to see an official "strut his stuff." They pay to see two teams play basketball.

There is often considerable confusion among players as to whether the ball is in play after a free throw, determined by the number of shots the player is awarded. A practical plan is for the official to step in front of the player about to make the free throw, lay his hand on the ball and

announce, clearly and distinctly, aided by the use of one or two fingers, "One shot!" or "Two shots!" as the case may be. I'll never forget the clarion call of one official I saw work a game a few years ago. When the ball was to be in play after the next shot, he shouted, "She's alive, boys. She's alive!" The boys all knew when the ball was in play.

After the Game

THE referee may save himself considerable trouble if he immediately checks the score with the scorers at the end of each quarter and half, and then announces this to the crowd. The rules call for this, but it is often neglected, sometimes disastrously.

A policy that the writer has found advisable is to slip away quietly to the dressing room without offering condolences or congratulations to the teams immediately after the game is over and the final score has been announced. The official's part is over. Both teams aren't feeling the same, and there is plenty of time for the niceties after everyone has had an opportunity to "cool down." Bitter experience has taught the writer the advantages of this plan. After a tough ball game a few years ago, I went up to the losing coach with the usual remark, "Hard luck, old man!"

"Hard luck! It was robbery!" I was then told in no uncertain tones about things in general. Had I waited until the heat of the battle had subsided, this probably would not have occurred.

The last thing the official should do incident to the game is to get the check and hope that he did a good job. On his way home, he should let the picture of the game run through his mind, picking out the weak spots—there were plenty—and deciding how he might have improved them. We should remember that, when we reach the place where we cannot recognize our own mistakes and profit by them, our career is over. Then it is time to hang up the whistle.

Field Goals and Free Throws

Edited by George R. Edwards, Third Vice President, National Association of Basketball Coaches, University of Missouri, Columbia, Missouri

Convention Site

PRESIDENT A. C. LONBORG of the National Association of Basketball Coaches recently announced that the location of the 1936 convention of this Association has been shifted from St. Louis, Missouri, to New York City. The dates are the same as before, April 1, 2 and 3.

This unusual action was taken after a mail vote of the Executive Committee greatly favored it. When St. Louis was selected last spring, there was no information available regarding the plans for the Olympic final tournament. Later the Olympic Committee set the dates for the finals in New York and selected the same week the Association had chosen for its meeting in St. Louis. It was believed that so many of the Association members, particularly in the East, would wish to see the tournament that attendance at a convention elsewhere would be reduced greatly.

In this emergency it was nearly impossible to poll the entire membership. Consequently, the President submitted the problem to the Executive Committee. Members may readily see the wisdom of the solution, for they will be enabled to hold meetings during the day and attend the games at night. These contests offer a considerably more valuable demonstration than would be possible in any other way. In addition, almost all the members of the National Rules Committee will be in New York to see the finals, and their presence at the Association meetings will be welcomed by the basketball coaches.

Olympic Basketball

COLLEGES are expected to pay their teams' expenses in the Olympic district basketball tournaments, but the Olympic Committee plans to help defray expenses for teams winning the right to compete in the interdistrict and final tournaments. Profits from all tournaments will be used to meet the cost of sending the United States representative squad to the Olympic Games in Berlin.

Locations and arrangements for district and interdistrict tournaments are left to the chairman involved. Each entry will be informed later about details.

Since all officials in the Olympic Games are amateurs it will be required that the official sent by this country must never have received pay for refereeing basket-

ball games. Each district is to recommend one such official to the Olympic Committee.

The playing rules that will be in force in Berlin contain no changes made in the last two years. The code of 1933-34 will be used. Thus, such recent changes as the center line and 10-second provisions; the three-second limitations in the free throw lane and circle; the new jump regulations at the free throw line; and elimination of the center jump following certain types of free throws are removed.

The size of the Berlin court is 26 meters by 14 meters, or approximately 85 feet by 46 feet. Only one official will be used in each game. There are to be no time out periods except for injuries, and a player once removed from the game will not be permitted to re-enter.

Olympic Coach

THE Olympic Basketball Committee has selected Dr. F. C. Allen, University of Kansas, as the director of the basketball team representing the United States. It is expected that the coach of the team winning the final tournament will have most of the field duties with the team, working in conjunction with Dr. Allen. Following the report of the committee to place basketball on the Olympic program, at the last convention of the National Association of Basketball Coaches, the members passed a resolution requesting the American Olympic Committee to consider Dr. Allen as one of the American team's coaches. To Dr. Allen, more than to any other individual, goes the credit for basketball's inclusion in the 1936 Olympics. His appointment as director for the United States team is an honor he has earned.

In Switzerland

COACH MARSHALL DIEBOLD of Carleton College has received a letter from a former Carleton instructor who is now in Zurich, Switzerland. Part of it describes basketball as played in that country.

"We play on a standard court, as in the United States, but the shooting is more difficult. Long shots are very hard to make, as the ball is the size of a soccer ball, and there is not a backboard behind the basket. I find it hard to gauge the distance. Shots under the basket also suf-

fer from the lack of a backboard. Consequently, most shooting is done from plays that give a shot to a player coming in fast and jumping. With the backboard missing, most shots when missed go out of bounds, and a long shot thus usually means losing the ball. After center jump, there are no tip-offs until a basket is made. When a foul is committed, the ball is put in play by a player standing where the play occurred, or on the side line, when it is under the basket. The game is fairly new to Switzerland, and the standard is not very high. I am rated a fairly good player here and a scrub at home."

Side Line Notes

WHILE basketball is enjoying its first recognition with an official place on the program of the 1936 Olympics, it should be remembered that an exhibition tournament was played in the 1904 Olympics at St. Louis, Missouri, with the Buffalo Y. M. C. A. winning.

The University of Maine has had no basketball team for seven years, but expects to return to the court next season.

G. O. Romney, Brigham Young University coach, is advocating, among other things, the elimination of the center jump, and placing the two backboards two feet farther in the court.

Gilbert R. Dale, who introduced basketball to Siam, is teaching in an Arkansas high school.

Elmer Holm, Coach of Basketball at Washburn College, Topeka, Kansas, has been selected as the new Director of Athletics at Washburn.

C. M. "Nibs" Price took the University of California team on what is probably the longest jump ever attempted by any university basketball team when the Bears hopped from Berkeley to New York during the Christmas holidays and played ten games on the way home.

Strength of collegiate teams has not impressed Ned Irish, Madison Square Garden promoter, who expects an Amateur Athletic Union team to win the Olympic trials.

More than 700 coaches attended the Iowa basketball clinic recently held in Des Moines. Featured speakers were Louis Menze of Iowa State College, R. F. Williams of the State University of Iowa and James D. Kelly of De Paul University. The climax was a fine game in which De Paul defeated Drake University.

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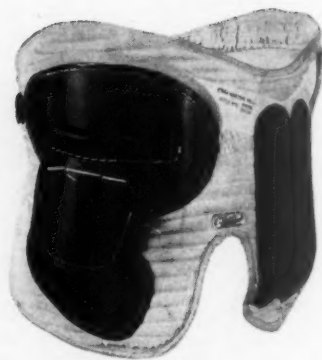
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